



Positive Behaviour For Learning Policy

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. Our core values of mutual respect, personal discipline and hard work are fundamental to ensuring uninterrupted teaching and learning and to enabling us to achieve our ambitious goals. Without the highest standards of behaviour, outstanding teaching and learning cannot take place. We expect exemplary behaviour and conduct from students, both in the academy and the local community, and expect that students acknowledge and respect the authority of staff at all times.

We know that every child can behave positively, in a manner that is conducive to their learning and the learning of others. High standards of behaviour, self discipline, self control and personal accountability are expected of all adults by society in general and that we have a responsibility to prepare students for a successful life in the wider society.

Our exceptionally high expectations for students can only be achieved if all partners in the learning process (staff, parents/carers and students) accept their collective responsibilities in the implementation of the academy's aims. Excellent behaviour is therefore the responsibility and concern of everyone in the school community and all members of staff are responsible for ensuring that agreed behavioural expectations are upheld. The students themselves must, however, take personal responsibility for their own behaviour.

We support students in developing respect and consideration for others through the BRIDGES framework which underpins the curriculum, policies and ethos of the Academy. Students learn self discipline, to respect others and to have respect for the rights of others. They learn to honour different views, interests, backgrounds and outlooks. Interactions between members of staff, between students, and between staff and students are based on trust and the highest regard for each other. The language we use and the way in which we communicate with each other reflects this.

Isaac Newton Academy provides a challenging and exciting learning environment which celebrates achievement and encourages everyone to do their best in the pursuit of excellence. By emphasising praise and recognition (See Praise and Recognition Policy) and by encouraging self discipline and personal responsibility for good behaviour, we aim to enable everyone to have a sense of fulfilment about their own achievements and a commitment to life long learning. Our commitment to equal opportunities requires the use of praise, recognition and sanctions that are clearly explained and publicised, fair to all and applied consistently (see EO Policy).

Overall, the PBFL policy

- promotes self-discipline and proper regard for authority among students
- encourages excellent behaviour and respect for others and prevent all forms of bullying among students

- regulates students' conduct
- ensures students understand how to monitor, learn from and take responsibility for their own behaviour
- facilitates teaching and ensures that behaviour maximises learning.

Expectations of staff

The member of the SLT i/c behaviour, supported by the rest of the SLT, are responsible for the implementation and day-to-day management of the policy and procedures, but all staff are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential to achieve consistency and to create a high quality learning environment. The Principal and staff ensure there is no inconsistent application of the policy on any grounds and will ensure that the concerns of students and staff are listened to and appropriately addressed.

All adults are expected to

- base their interactions with students on trust and the highest regard for them
- establish high standards of behaviour and consistently and effectively implement the Academy's behaviour management policy and procedures
- maintain a positive and secure learning environment
- explicitly teach students effective behaviour for learning
- support students to develop self discipline
- model high standards of behaviour in their dealings with students and with each other by behaving courteously, respectfully, considerately and professionally at all times
- ensure fair treatment of all
- maintain a presence around the academy to ensure that the highest standards of behaviour and site usage are maintained
- avoid at all times situations which make students feel uncomfortable or humiliated
- use positive language and never use language which is derogatory, intimidatory, abusive or sarcastic in any way
- acknowledge and praise adherence to the academy's Code of Conduct.

Expectations of students

At Isaac Newton Academy we expect exemplary behaviour from all students at all times. Every student has the right to study in an environment conducive to learning. No one has the right to disrupt the learning of others.

All students are expected to:

- sign and comply with the Home-School Agreement which outlines the responsibilities of the student, parents and the academy, including those concerning behaviour
- fully comply with the Academy Code of Conduct which is displayed in all classrooms and published in the student organiser
- behave courteously, respectfully and considerately at all times
- show self discipline at all times and work hard to develop this particular BRIDGES character trait
- show respect for others; their feelings, opinions, cultures and the right to their individuality

- show respect for themselves, pride in their own achievement and that of others within the academy, high standards of dress and behaviour and the desire to produce their best work at all times
- show respect for the environment; their personal environment, the academy, other people's property and the wider community in which we live.

Expectations of Parents/Carers

At Isaac Newton Academy we believe that forming strong partnership between parents/carers and the academy is vital in supporting students in demonstrating exemplary behaviour. We work closely with parents/carers, starting from the point of each child's transition from their primary school to Isaac Newton Academy. Prior to their child joining Isaac Newton Academy (during the Summer term of Year 6) all parents have a one-to-one meeting with a member of the Leadership Team. At this point, parents will be informed of the academy's behavioural expectations and the Positive Behaviour for Learning policy.

All parents/carers are expected to

- work in partnership with the academy in maintaining high standards of behaviour
- sign and comply with the Home-Academy Agreement which outlines the responsibilities of the parent/carer, student and the Academy, including those concerning behaviour
- support their child to develop self discipline
- tell us if anything happens at home or out of school which may affect their child's behaviour
- work with us to find appropriate strategies and to support the academy in implementing these strategies if their child's behaviour becomes a cause for concern
- take responsibility for their child if s/he is excluded. This includes making sure that their child is not in a public place without good reason during school hours within the first five days of any exclusion and ensuring that the independent learning set by the school for the duration of the exclusion is completed to a high standard. Parents are expected to attend a reintegration interview following any fixed period of exclusion from the academy and to support their child in meeting the targets on their behaviour contract.

Bullying and student wellbeing

The Academy's strong culture and explicit teaching of behaviour minimises the opportunities for children to be bullied or become bullies. A culture is fostered at the academy that everyone has the right to learn in a safe and secure environment and a responsibility to be vigilant when it comes to noticing and reporting bullying. On those occasions where bullying is found to occur, the academy implements a system of clear procedures for dealing with different degrees of bullying, recognising the needs of all of the pupils involved and ensuring that a consistent response is provided to both bullies and their victims. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of the discrimination and harassment of students with students with special educational needs. (See INA Anti Bullying Policy)

Malicious Accusations against the school

Students that are found to have made malicious accusations against the school are likely to have breached the school's PBFL policy. If this is the case, consideration will be given as to what is an appropriate sanction, which may include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Use of the duty room

At INA, the duty room is used for the immediate, short term containment of students who have seriously breached the Code of Conduct by violence, extreme rudeness or defiance, bringing into school banned items or breaching health and safety or for stealing, bullying and harassment. Students may be sent to the duty room to assist in an investigation into an incident, to write a statement or while enquiries are being made as to the course of events in an incident. The duty room is also used for longer periods (e.g. a half or whole day) when a student is placed in internal exclusion for a serious misdemeanour. Students who are isolated at lunchtime in the duty room are given a packed lunch.

Professional Development

The Principal ensures that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy and will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them and ensure that they are consistently and effectively applied.

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