

THE APOLLO EDUCATION PROJECT

The Apollo Education Project Policy: Behaviour

Policies at The Apollo Education Project are written in accordance with the five outcomes contained within Every Child Matters:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

1. Rationale

- 1.1 Good behaviour and discipline is a necessary condition for effective learning and teaching. Children learn best and behave best when they know what is expected of them, when they are positively encouraged to behave well and when they are consistently, fairly and appropriately treated if they don't behave well.
- 1.2 This policy is a statement of good practice that covers all aspects of the provision. All members of staff and pupils are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

2. Broad Goals

- 2.1 The main purpose of this policy is to enable us to:
- 2.1.1 Encourage adherence to The Apollo Education Project Code of behaviour by pupils.
- 2.1.2 To support effective teaching for learning.
- 2.1.3 To support pupil attendance as outlined in the local education authorities attendance policy.
- 2.1.4 To give clear guidelines for staff on action to be taken in instances of unacceptable behaviour and discipline. These include rewards, sanctions and supports.

3. Pupil Attainment and Other Outcomes

- 3.1 At the Apollo Education Project we expect the following outcomes:
- 3.1.1 All classrooms to have The Apollo Education Project code displayed.
- 3.1.2 All pupils to be aware of The Apollo Education Project code.

4. Implementation

4.1 In order to achieve our goal we will take the following action:

4.1.1 The Apollo Education Project code of behaviour for provision rules (Appendix 1 and 2)

A copy of The Apollo Education Project code and provision rules will be included in the pupil planner, together with the Home Provision Agreement at the start of each placement.

The Apollo Education Project code, and provision rules, will be displayed in classrooms as appropriate.

4.1.2 The Apollo Education Project code of behaviour for staff when dealing with pupils. Alongside The Apollo Education Project code of behaviour for pupils, staff will follow the following code of behaviour for staff.

In general all staff should:

4.1.2.1 Be prepared for all lessons.

4.1.2.2 Manage the entry and exit of pupils to and from sessions in an orderly and quiet way

4.1.2.3 Know and treat the pupils as individuals.

4.1.2.4 Model the standards of courtesy and behaviour expected from the pupils.

4.1.2.5 Use appropriate tone and volume of voice when talking to the pupils.

4.1.2.6 Use appropriate body language when talking to and dealing with pupils.

4.1.2.7 Emphasise the positive.

4.1.2.8 Make sparing, fair and consistent use of reprimands.

4.1.2.9 Criticise the behaviour and not the person.

4.1.2.10 Use private rather than public reprimands where possible.

4.1.2.11 Avoid sarcasm and threats.

4.1.2.12 Make sparing, fair and consistent use of punishments/sanctions.

4.1.2.13 Avoid whole group punishments.

5. Rewards

Praise and rewards encourage good standards of behaviour and discipline. Rewards have a motivated role in helping pupils to realise that good behaviour is valued. Staff are therefore encouraged to make use of the full range of praise and rewards.

6. Sanctions

6.1 Sanctions should be fair, consistent and should support The Apollo Education Project code.

6.2 The following should always be taken into account.

6.2.1 The nature of the behaviour being sanctioned.

6.2.2 The age of the pupil

6.2.3 Any special travel arrangements

6.2.4 Any special educational needs

6.3 Where sanctions become necessary the first stage is individual staff sanctions. This may be followed by referral to the provision centre manager.

6.3.1 Individual Staff.

6.3.2 Removal of pupils by centre manager to work in isolation.

6.3.3 School/referring agency contact. (This should always be agreed with the centre manager).

The following actions may then be taken if appropriate:

6.3.3.1 Centre Manager

6.3.3.2 Reports to monitor pupil's behaviour.

6.3.3.3 Contact with school and/or parent or guardian.

7. Support

7.1 Most effective discipline is always that administered by the member of staff concerned, however, this policy recognises that there will be occasions when staff may need support, especially staff new to the provision.

7.2 Staff will receive support through staff training, induction for new staff and through their line managers.

7.3 In addition to this, the following support is available.

In the first instance staff should refer to centre manager for support. Staff will record incidents in the behaviour log and make contact with school or home as required.

Staff will, where necessary, after discussion with centre manager refer pupils to external agencies for support for:

7.3.1 Anger management strategies

7.3.2 Counselling

7.3.3 Individual alternative timetables

7.3.4 Conflict resolution (in-house)

8. Monitoring and Evaluation

8.1 This policy will be monitored by:

8.1.1 Classroom observations

8.1.2 Behaviour log

8.1.3 Database of children at risk

8.1.4 Referrals to external agencies

8.1.5 Exclusion figures

8.1.6 External and internal audit reports

Behaviour Discipline and Support for Learning – Appendix 1

1. The Apollo Education Project Support Code

This code has been discussed and devised with pupils initially referred to the unit and centres on all pupils being good citizens of the provision and wider society.

1.1 Learning:

1.1.1 All pupils will help each other learn.

1.1.2 Recognise our own achievements and the achievements of others.

1.1.3 Always do our best.

1.2 Behaviour:

1.2.1 All pupils will be co-operative with everyone in the centre.

1.2.2 Have a positive attitude to each subject.

1.2.3 Never bully.

1.2.4 Care for the provision environment.

1.2.5 Try to resolve problems positively.

1.2.6 All pupils will remove their chewing gum responsibly in the provision, and refrain from chewing gum whilst participating in activities.

1.3 Language:

1.3.1 All pupils will be polite and respectful to others.

1.3.2 Avoid using foul and racist language.

1.3.3 No making fun of people's names.

1.3.4 Talk about the provision positively to the outside world.

1.4 Appearance:

1.4.1 All pupils will wear appropriate clothes to allow them to participate in activities.

Behaviour Discipline and Support for Learning – Appendix 2

1. Summary of provision rules

- 1.1 Pupils should be courteous at all times.
- 1.2 Pupils should follow The Apollo Education Project code.
- 1.3 Pupils may not leave the premises without permission.
- 1.4 Appropriate clothes must be worn.

2. Provision rules

- 2.1 We have certain rules which allow us to care for you and which protect you and your belongings:
- 2.2 You must be on time for the provision and for lessons.
- 2.3 You may not leave the provision during the course of the day without written consent.
- 2.4 You should follow the rules of classroom behaviour.
- 2.5 You should walk quietly around the provision and in single file on the stairs. Equipment should be carried sensibly.
- 2.6 You should bring the correct equipment.
- 2.7 You must wear appropriate clothing.
- 2.8 You may not eat in lessons.
- 2.9 You must never be involved in bullying, fighting or vandalism.
- 2.10 No pupil may smoke on the provision premises, nor at any other venue used by The Apollo Education Project.
- 2.11 You should not bring valuable items such as large sums of money, iPods, mobile phones to The Apollo Education Project sessions.
- 2.12 There are some items that should not be brought to The Apollo under any circumstances: cigarettes, lighters, matches, penknives and offensive weapons of any type including but not limited to screwdrivers, cooking utensils and knives.
- 2.13 Before lessons:
 - 2.13.1 Plan the lesson.
 - 2.13.2 Be at the classroom before pupils arrive.

- 2.13.3 Stand in the doorway and greet pupils by name and with a smile as they arrive.
- 2.13.4 Where possible, praise individuals.
- 2.14 During lessons:
 - 2.14.1 Reinforce boundaries and expectations firmly, but fairly and calmly.
 - 2.14.2 Use pupils' names, treating them as individuals.
 - 2.14.3 Never use pupils as the butts for humour.
 - 2.14.4 Use praise consistently, regularly and fairly.
 - 2.14.5 Make eye contact.
 - 2.14.6 Don't be over familiar with pupils.
 - 2.14.7 Model calm and courteous behaviour.
 - 2.14.8 Listen to pupils.
 - 2.14.9 React to inappropriate behaviour in a measured way, don't over react to minor incidents.
- 2.15 At the end of the lesson:
 - 2.15.1 Recognise the efforts made by individuals and the group.
 - 2.15.2 Manage dismissal so you can model a polite farewell.
 - 2.15.3 Take opportunities to personalise comments.
 - 2.15.4 Make contact with individual pupils as they are leaving the room.
- 2.16 Outside lessons:
 - 2.16.1 Interact positively with pupils around centre at all times.
 - 2.16.2 Listen to pupils if they come to you with problems and follow through.
 - 2.16.3 Greet pupils in the corridors, etc.
 - 2.16.4 Around centre, hurry pupils into class and help supervise their movements.

To be reviewed: September 2016