

## Academy Policy – Managing Behaviour

Aims:	<ul style="list-style-type: none"> <li>• To have the highest expectations of students' behaviour in order to maximise their opportunity to achieve</li> <li>• To identify different levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviours demonstrated (<i>Green, Yellow, Amber, Red and Severe</i>)</li> <li>• To work with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties</li> <li>• To establish good working relationships and encourage mutual respect</li> <li>• To create an atmosphere where achievement is respected and valued</li> <li>• To create a safe environment for all students by taking firm actions on incidents which take place inside and outside the academy, in line with current legislation</li> </ul>
Targets/ Outcomes	<ul style="list-style-type: none"> <li>• At least 80% of staff, parents &amp; students rate behaviour as good or better</li> <li>• Exclusions (fixed &amp; permanent) per 100 pupils are below the Hackney and national averages</li> </ul>
Definition:	<ul style="list-style-type: none"> <li>□ Excellent standards of student behaviour will reflect the expectations of the Academy and support the ethos of professionalism</li> </ul>
<b>Roles and Responsibilities:</b>	
Students will:	<ul style="list-style-type: none"> <li>• Do their best to behave professionally and with consideration for others, both in and outside school</li> <li>• Follow Academy rules and comply with Academy procedures</li> <li>• Work positively with all adults and each other</li> </ul>
All staff will:	<ul style="list-style-type: none"> <li>• Expect exemplary standards of work and behaviour</li> <li>• Follow Academy policies and procedures at all times</li> <li>• Reward good behaviour and take action to improve poor behaviour</li> <li>• Regularly communicate both praise and concerns to parents</li> </ul>
Tutors will:	<ul style="list-style-type: none"> <li>• Work to create a cohesive group and positive ethos</li> <li>• Reward positive behaviour and take action to improve poor behaviour</li> <li>• Monitor and give feedback through the referral &amp; reporting systems</li> <li>• Communicate regularly with parents/carers</li> <li>• Communicate with subject staff and others as appropriate</li> </ul>
Heads of House will:	<ul style="list-style-type: none"> <li>• Lead and implement the behaviour policy for their House</li> <li>• Manage the tutor team, providing support strategies for tutors and parents</li> <li>• Monitor the behaviour of students through referrals, reports and discussions, and provide help to tutors in coordinating support</li> <li>• Implement and monitor the anti-bullying procedures</li> <li>• Provide required documentation for the exclusion panel</li> </ul>
Subject Leaders will:	<ul style="list-style-type: none"> <li>• Ensure staff follow strategies for effective classroom management</li> <li>• Monitor classroom practice through regular observation</li> <li>• Support teachers in maintaining discipline and following up incidents</li> <li>• Support in the behavioural professional development needs of staff through programmes such as restorative justice</li> </ul>
The Faculty of Learning will:	<ul style="list-style-type: none"> <li>• Coordinate support and Student Learning Plans for all students including those with EHCPs and emotional or behavioural needs in accordance with the SEND Code of Practice</li> <li>• Respond to referrals of students for behaviour support</li> <li>• Work to coordinate support for students' classes</li> <li>• Liaise with relevant external agencies</li> </ul>
Parents and carers will:	<ul style="list-style-type: none"> <li>• Work with the Academy to encourage respect and good behaviour</li> <li>• Support the Academy's policy on rewards and sanctions and sign a contract to that effect</li> <li>• Attend meetings with teachers to discuss their child</li> <li>• Keep in regular contact with the Academy about their child's academic progress and behaviour □ Ensure that their child is fully prepared for learning every day</li> </ul>
The Academy SLT will:	<ul style="list-style-type: none"> <li>• Be visible, active and involved in managing behaviour</li> <li>• Take firm, consistent action with regard to serious incidents and persistent disruption</li> <li>• Oversee liaison with outside agencies such as the Police and Children's Services</li> <li>• Identify and provide for staff development needs</li> <li>• Closely monitor referrals and exclusions, and seek to minimise these through preventative and deescalatory measures</li> <li>• Report and contextualise key data such as exclusions and referrals to the Governors</li> </ul>
Governors will:	<ul style="list-style-type: none"> <li>• Support Academy rewards and reward ceremonies</li> <li>• Sit on exclusion panels as required (non-staff governors only)</li> <li>• Monitor and review the effectiveness of the policy</li> </ul>
<b>Related Docs:</b>	Behaviour Improvement Path, Behaviour Code/Academy Rules, Staff Code

	<b>Review Date:</b>	<b>Monitored By:</b>	<b>Approved by Governors:</b>	<b>Review By:</b>
	July 2025	FGB		Staff, students, parents/carers, Governors

