



# Behaviour Policy

Breakdown

# Purpose

- The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/ carers which:
  - Recognises behavioural norms
  - Positively reinforces behavioural norms
  - Promotes self-esteem and self-discipline
  - Teaches appropriate behaviour through positive interventions

# Expectations

- At Cornerstone AP we believe all of our learners can do well. We encourage success by supporting them to meet the following expectations:
- Be ready to learn by;
  - Being on time for school
  - Dress appropriately
  - Take part in all lessons and activities
- Respect shown for all;
  - Use appropriate language
  - Listen to others and expect to be listened to
  - Keep hands, feet, objects and personal comments to yourself
  - Look after the school building, displays and equipment
- Be safe;
  - Follow the rules for health and safety
  - Be in the right place at the right time

# Positive Behaviour

- Careful planning that prevents difficulties from arising.
- Acceptable behaviour is positively encouraged.
- An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect.
- Young people want adults to:
  - Treat them as a person
  - Help them learn and feel confident
  - Make the day a pleasant one
  - Be just and fair
  - Have a sense of humour and not to get upset or angry in the face of misbehaviour
- They also want it for other young people because it makes the learning situation more comfortable.
- Young people prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control.
- We recognise the implicit need for young people to develop the skills and make positive relationship with adults possible.
- It is critically important that staff working in Cornerstone AP build strong relationships with the pupils.
- Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand its communicative intent and promote/ model positive behaviour.
- We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support.



# Learner Support

- Our learning support professionals provide pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger or frustration in a safe setting.

# Expectations of Parents /carers

- Support Cornerstone AP policy on attendance and punctuality by notifying the school of any absences or lateness.
- Notify Cornerstone AP of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support Cornerstone AP Behaviour Policy

# Search and Seizure

- In the interests of the health and safety of pupils, staff, other members of the school community and visitors to the school, the school asks parents and pupils to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school.
- Students may be searched without consent, including their belongings, by a member of staff.
- The school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of pupils or staff.
- The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any pupil found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Pupils may be excluded in extreme cases, or when pupils have received previous warnings about banned items.
- Please see policy document for list of banned items.

# Exclusion

- The vast majority of behaviour is managed in school however; on occasion a learner might be required to leave school premises due to a student exclusion.
- In cases where s/he refuses to leave an appropriate staff member will contact parents and, if necessary, the police.
- There are a number of more serious behaviours that stop learners doing well and could result in exclusion or a review of placement. These are listed in the behaviour policy on our website.
- Cornerstone AP is founded on the principle that all students have the right to education that meets their needs, and strives to support learners as they work through issues in school. However, there are occasions when learners breach the behaviour policy and need to be separated from their peer group.
- To this end, designated areas of the school have been established to provide a sanction that isolates learners whilst maintaining the learning opportunities ordinarily removed by fixed term exclusions. These areas are isolated from the main learning areas, but remain within the school building. Use of these areas for internal exclusions will be minimal, and always with the goal of successful reintegration of the student into the general cohort.
- Further information and clarification about exclusions used within Cornerstone AP can be found in the Exclusions Policy.

# Malicious Accusations Against Staff

- We aim to build strong and positive relationships with pupils.
- However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff.
- If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student, up to and including exclusion.

# Staff Guidelines

- Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline.
- We believe that it is not always possible to respond to negative behaviour in the same way for every child but it is useful to have a guiding framework of responses to good and poor behaviour.
- This ensures that learners at Cornerstone AP can be *certain* that every behaviour, positive or negative, will elicit some form of adult intervention.
- Please see Behaviour Policy on the website for a action breakdown

# Prevent

- Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school.
- This principle is relevant to all aspects of our behavioural work, both academic and social.
- Cornerstone AP Learning Entitlement makes explicit those things that young people at our school can expect staff to do to maintain a calm and productive atmosphere that is conducive to learning.
- Communication;
  - Expect to be told how to be successful during the lesson.
  - Expect your teacher to share with you what level you are currently working at, and how to move on from that.
- Investigate;
  - Expect the classroom you work in to have a positive atmosphere for learning, for both staff and learners.
  - Expect your teacher to work with you to help you to achieve your potential.
- Achieve;
  - Expect your lessons to have a variety of activities, both familiar and more challenging.
  - Expect your teacher to guide you in developing skills for independent learning that you will take with you from Cornerstone AP into your future
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## Record and Respond

- Cornerstone AP uses the Class Dojo system for recording individual and whole school behaviour.
- All parents have access to the free Class Dojo app, allowing them to observe their child's behaviour on an ongoing basis.
- Class Dojo is used to monitor and identify patterns of behaviour over time, resulting in interventions, rewards and sanctions.
- At Cornerstone AP any behaviour deemed by staff to be of a more serious nature will be recorded on an incident form and saved on Arbor.

# Remove and Detain

- When a learner's behaviour makes it necessary to remove them so that others young people can exercise their right to learn, staff members are expected to encourage the child to remove themselves from the classroom.
- Learners can complete work or engage in a conversation with a member of staff in preparation for a return to learning.

# Mediate

- Occasionally, following an incident where a learner has presented particularly challenging behaviour, the relationship with the adult concerned may suffer.
- Mediation should take place at the earliest convenient time (e.g. break or lunchtime), after the learner has had sufficient time to 'cool off' and is able to talk about what happened.
- Adults should encourage learners to consider what they could do to manage their behaviour differently in future (learner view) whilst suggesting ways in which the learner might be helped to manage their behaviour (staff view).
- In cases where the learner refuses to take part in the process, the member of staff should inform the SLT in order that a more official response might be made.