



## **Excelsior Academy Behaviour Policy**

At Excelsior Academy we are committed to providing the best possible learning experience for all our pupils and believe that high standards of behaviour are crucial if pupils are to take full advantage of their learning opportunities and achieve their potential.

We are committed to creating a well ordered, supportive environment through an ethos of respect and co-operation. To achieve this, every pupil, staff member and adult who is involved with our Academy is responsible ensuring high standards of behaviour. All parents are expected to be supportive of our standards and the sanctions that we impose when behaviour is poor.

Our emphasis is on promoting positive attitudes to learning through ensuring that pupils learn to manage their behaviour so that it impacts positively on their learning.

We will encourage all pupils to develop the self discipline necessary to understand the impact of their behaviour on their own learning and on the learning of others and to behave appropriately and responsibly in order to take full advantage of their learning opportunities

However while our emphasis is on encouraging co-operative and responsible attitudes, poor behaviour during lessons and around the Academy will not be tolerated. It will always be challenged and appropriate sanctions will be imposed.

We are committed to working with parents/ carers and support agencies as appropriate to support pupils who find it difficult to manage their behaviour.

Staff/pupil and pupil/pupil relationships should be based on mutual respect. We expect our pupils and staff to be positive and respectful in their attitudes to each other. All members of staff are responsible for generating and enforcing this by building the confidence and self esteem of pupils through praising their efforts and achievements and encouraging pupils to be supportive of each other.

**It is important that all staff members are consistent in their expectations of pupils. All staff members are responsible for:-**

- Creating a positive learning environment with an emphasis on celebrating achievement, praise and rewards within the areas they are responsible for and throughout The Academy
- Creating opportunities to maximise pupils' understanding of the impact of positive behaviour on their own learning and the learning of others
- Ensuring that expectations of behaviour are effectively communicated to pupils and understood by all.
- Ensuring that all pupils understand the outcomes/consequences of poor behaviour.
- Being consistent in implementing Academy and School policies and practices.
- Being consistent their expectations of pupils and the sanctions they impose when pupils fail to co-operate.

**We expect all of our pupils to comply with our expectations. All pupils are responsible for;-**

- Arriving punctually to The Academy and to all learning sessions prepared to work.
- Working co-operatively with members of staff and other pupils during all learning sessions
- Earn their place in a group through respecting their own right to learn and also the right to learn of all other group members.
- Being respectful of the Academy buildings and resources.
- Promoting a positive image of our Academy. This includes behaving positively and respectfully in the local area and within the community while coming to and from The Academy .

**Parents/ carers are responsible for;-**

- Supporting and encouraging their children to co operate with our expectations for positive behaviour and ensuring that they attend school every day, on time, correctly dressed and prepared for work.
- Working co operatively with the Academy where there are concerns about their son's / daughter's behaviour or attitude to learning..
- Contacting Their child's Personal Mentor if they have any concerns.

Pupils who have emotional or behaviour difficulties will be supported through the Academy's procedures for supporting pupils with Special Educational Needs. This is a staged procedure in line with the DCSF statutory requirement and guidance for managing pupils with Special Educational Needs.

The support that pupils with emotional and behaviour difficulties will receive may take many forms, maximising the Academy's own resources as well as those offered through external support agencies including the Local Authority's Schools Psychological Service.

When a pupil's behaviour is so disruptive that it is seriously effecting the work of the rest of the group and the previous sanctions imposed seem to be having little or no effect then The Academy Governors will become involved in enforcing our expectations of pupils and parents.

While we are committed to utilise all resources possible to work with pupils and their parents/ carers to manage poor behaviour, when a pupil's behaviour is so poor that despite our best efforts to manage her/ him within the resources available, it is seriously detrimental to either her/his own education and/or other pupils in the school then unfortunately the most serious sanction of permanent exclusion will be applied.

P. M. Marshall  
Executive Principal