

Behaviour Local Arrangements

Domain of application	Lift Ryde
Review cycle	Annual
Approved by	Karl Sampson, Regional Education Director
Date of last review	September 2024
Date of next review	August 2025

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Introduction

As Lift school, Ryde Academy follows the trust wide behaviour policy which in turn, follows the DfE guidance on behaviour in schools.

These local arrangements are designed to give more details about how the school will fulfil the trust wide policy and outline the academy values, expectations, praise systems, response to poor behaviour and systems to address contributing factors eg. SEND needs.

School culture and values

This school is committed to the very highest standards of behaviour. It is relentless in our pursuit that no student's learning will ever be negatively impacted by the behaviour of others.

We intend all our students, regardless of background, to become brave, inquisitive and independent thinkers. We aim to challenge our students through a rich learning journey, and, as a result of an academic curriculum focused on depth of a wide body of knowledge and skills, as well as the wider curriculum experiences we offer, students are empowered to broaden their interests, develop their character and 'find their remarkable'.

It is every student's right to study in an environment that is calm, purposeful and orderly.

Where students are unable to adhere to these expectations, there will be both sanction and support. The academy believes sanctions help students to understand that they have fallen below our expectations and it believes that with our support they will be able to better shape their future choices.

School expectations

General Behaviour Expectations

Students will:

- Arrive to lesson on time, in full uniform and fully equipped to learn
- Remain ready and focused on their learning throughout the duration of the lesson

- Be respectful to everyone.
- Take opportunities to learn independently and collaboratively as guided by their teacher.
- Be prepared to try new challenges and resilient when they find something difficult.
- Share their ideas and remain receptive to the ideas of others.
- Recognise that everyone has the right to learn and succeed.
- Behave in a respectful manner to staff and peers.
- Use emotional intelligence to deal with situations that arise during social time and a classroom setting.
- Demonstrate resilience when overcoming obstacles and learn from their mistakes.
- Complete all work tasks to a standard that reveals their pride and commitment to learning.
- Ensure mobile phones and other electronic devices are switched off and kept in their Yondr pouches throughout the school day.

Teachers will:

- Welcome and greet students at the beginning of every lesson at their door.
- Facilitate a safe, calm and purposeful learning environment.
- Establish clear classroom routines and behaviour expectations and revisit them regularly.
- Create focused, engaging and relevant learning.
- Take time to build positive relationships with students.
- Celebrate and value success both within and beyond the classroom.
- Seek to de-escalate any incidents of poor behaviour by adopting a calm, reasoned, fair and positive approach using restorative practices.
- Fairness and consistent when using the behaviour system.
- Instil a sense of pride in positive achievement.
- Acknowledge good effort, improved performance and positive behaviour
- Treat each student equitably.
- Show emotional intelligence and encourage students to understand what emotional intelligence is and the benefits.
- Encourage restorative practices and restorative conversations.
- Build positive relationships using positive language to address students.

Promoting positive behaviour

An Academy Approach

The Executive Principal, Head of School Senior Leadership Team, Middle Leaders, Staff and students will all play an important role in the Academy to ensure that behaviour remains at expected levels.

The Academy prides itself on being an emotionally intelligent school, both staff and students are active participants in this.

Staff are encouraged to demonstrate restorative practices using a combination of positive language, building positive relationships and applying restorative conversations. Students are also encouraged to apply restorative conversations following incidents. Support and interventions are used to help students understand the importance of discussing incidents or situations when they occur.

Responding to poor behaviour

Academy Systems and Responding to Unproductive Behaviour

Sanctions

The following sanctions are available to use when students are not showing the level of expectations with their behaviour.

- Detentions (parents notified and student to receive the detention the next day)
- Community service
- Report card - different stages
- Time in the oncall room
- Internal exclusion
- Twilight 2-5pm
- Loss of social time
- Fixed term suspension
- Inclusion centre
- ILC outreach
- Permanent exclusion

Interventions

- Parental meetings
- Behaviour support plan
- Behaviour TA support
- Alternative provision
- Timetable adjustment
- Restorative practice
- Behaviour point monitoring
- Educational Psychologist report

Supporting pupils to improve behaviour

Behaviour for Learning Reports	A variety of reports which are monitored and reviewed by a member of staff in consultation with teachers and parents. These may be used when an improvement in students' attitude, behaviour, homework or organisational skills is required and where appropriate will focus on positive reinforcement
Attendance & Punctuality Report	To support students to improve attendance as a result of poor punctuality or unauthorised absence.
Individual behaviour plans	In more serious situations, the principal or another senior member of staff may ask for an individual support plan to be used.
Pastoral Support Plans	PSPs are for those students who: • have had several suspensions or repeated removals from lessons • are at risk of permanent exclusion
Other Strategies	We may also help pupils behave better through: • managed moves (<i>remember theses are permanent</i>) • alternative education • positive referrals • working with parents • Counselling • multi agency assessment.

Reasonable adjustments and SEND

All pupils with SEND and additional needs that affect behaviour have special arrangements in place according to the SEN code of practice coordinated by the SENCo and pastoral team to ensure appropriate adjustment for their needs.

Academy Contacts for Behaviour

Role	Designated Person	Contact details
Principal	Will Doyle	wdoyle@rydeacademy.org
Senior leader responsible for behaviour	Ben Griffiths	bgriffiths@rydeacademy.org
Contact for day-to-day behaviour queries	Ben Griffiths	bgriffiths@rydeacademy.org
Contact for detailed support on behaviour	Ben Griffiths	bgriffiths@rydeacademy.org
Designated Safeguarding Lead	Ruth Griffiths	rgriffiths@rydeacademy.org
SENDCo	Della Cule	dcule@rydeacademy.org
Designated Mental Health Lead	Jo Muncaster	jmuncaster@rydeacademy.org

