



## **Theatre Life Academy**

### **Behaviour Policy**

At Theatre Life Academy we are committed to enabling all children to access teaching methods successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout each academy. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our Academy.

To create an atmosphere where children can develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property. To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour.

By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy academy
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

#### **THEATRE LIFE ACADEMY PRINCIPLES OF BEHAVIOUR**

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- It is expected that all adults (teachers, teaching assistants and volunteers) will set excellent examples to the children.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Where there are significant concerns over a pupil’s behaviour, we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Bad language is unacceptable behaviour
- All staff of the academy will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses.

## IMPLEMENTATION

It is recognised that the quality of learning experiences in the class will have an impact on behaviour. High expectations from staff delivering lesson plans matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be considered and related to the expectations of the academy. The development of good relationships with parents will assist in the encouragement of support and understanding. Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children.

## ROLE OF THE PRINCIPLE

It is the role of the Principle of each academy to implement the Behaviour Policy consistently throughout the academy.

It is also the responsibility of the Principle to ensure the health, safety and welfare of all the children in the academy. The Principle supports the staff by implementing the policy and by setting the standards of behaviour. The Principle has access to records of all reported incidents of misbehaviour in the Behaviour Folder.

For repeated or very serious acts of anti-social behaviour, the Principle may permanently exclude a child.

## PARENTAL INVOLVEMENT

Staff at each academy welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others.

If parents and the academy work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that children arrive punctually for the start of each class.
- By ensuring that children have appropriate dress for class, (no dresses or skirts) to enable full participation in all class and group activities.
- By supporting the academy in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at the academy and avoiding unnecessary absence specifically closer to performance dates.

**We value our partnership with parents/carers and encourage involvement in all aspects of discipline and behaviour.**

### **Children:**

- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to this behaviour policy
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our academy.

**Through praise and encouragement, we aim to emphasise the following positive qualities:**

- Kindness
- Consideration
- Tolerance
- Respect
- Co-operation
- Patience
- Empathy
- Good Manners

The following behaviour is unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking
- Aggression towards pupils and adults
- Swearing
- Rudeness

**We aim to encourage the children to exercise self-discipline and develop the ability to:**

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond quickly to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

#### PROMOTING SELF ESTEEM

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

#### INTERVENTION TECHNIQUES

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with the Principle

- Ignoring i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).

- Positive Questioning e.g. what are you doing? what should you be doing? Good you know what to do so can you do it.
- Positive Choices If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- Behaviour Folder: The Principle holds this folder in which individual problems are recorded. • Assertive discipline
- Compliance Training i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- Code of Conduct/Rules i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task.
- Time Out .i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection.

### MALICIOUS ALLEGATIONS

Allegations of abuse will be taken seriously. Theatre Life Academy will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

### SANCTIONS

The following can be imposed by the Class Teacher:

Stepped Approach to Poor Behaviour

STEP ONE • Child to be moved to the back of the class

STEP TWO • Child to be sent to sit at the admin desk with a member of staff (Time out).

STEP THREEE • An exclusion – Children may move straight to Step 3 for acts of unprovoked violence or disrespectful behaviour towards adults.

### PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required, informal notes will be kept by the Principle of each academy and may be discussed with the parents.
- Behaviour forms are used to record the lead up to an incident, who was involved, where it took place and what sanctions / monitoring has been put in place.
- In very extreme circumstances, the Principle may exclude a child from academy either for a fixed period or indefinitely.

### ACADEMY RULES

- Children must not bring toys or any valuable equipment to the academy unless directed by a teacher
- For safety reasons long hair should be tied back.

- Jewellery should not be worn in class.
- Chewing gum is not allowed.
- Healthy Snacks and Packed lunches to be provided by parents during holiday camps
- Drinks and snacks may be consumed during breaks
- Children concerned should pay for any loss or damage to other children's property.