

Our Lady and St Chad Catholic Academy

Behaviour for Learning Policy
July 2017



Contents

- 1. Introduction**
- 2. BfL Student Charter**
- 3. 5 Cs of Behaviour Management**
- 4. Key Routines**
- 5. Behaviour at a Glance**

Appendix A Praise and Rewards

Appendix B Consequences and Intervention

Appendix C Responsibilities of Staff, Curriculum Leaders and Year Leaders

Appendix D Further Advice and Guidance

1. Introduction

This policy is designed as a framework to create a safe and positive learning culture that extends from the classroom through all areas of the Academy and into the community. At the very centre of all elements of the framework are the Academy values and mission statement. The Academy values, along with the Behaviour for Learning Charter, should be the centre of all discussions with staff, students and parents. The 5 Cs of Behaviour Management form the centre of the skills that teachers and support staff should adopt themselves in nurturing positive learning and social behaviours.

Mission Statement

We will work and learn through faith, prayer and trust in God.

We will be guided by the teaching of
his Son Jesus Christ and the Church,
in a school where, as we live in communion,
we are empowered to respect ourselves
and one another.

We will build a community where
all have the confidence to make
the choices which will enable us
to become the best we can be.
We will work to treasure creation
with wisdom and wonder.

Catholic Values

All members of our community are expected to strive to model the values of **Truth, Justice, Charity, Forgiveness, Respect** and **Peace** at all times whilst representing our Academy.



Our Lady and St Chad Catholic Academy Behaviour for Learning Charter



To ensure learning is of the highest quality, students are expected to:

- Display the **Catholic Values** of the Academy in the **classroom** and in the **community**
- **NEVER** refuse to cooperate with any member of Academy staff
- Wear full Academy uniform **with pride** at all times
- Arrive to the Academy and lessons **punctually**
- Be **fully equipped** for each and every lesson
- Arrive and depart lessons in a **calm** and **professional manner**
- **Take pride in all work** completed; quantity and quality
- Commit fully to **extending learning** outside of the classroom
- Have **full respect** for the school building, grounds and environment
- Only use social media in a way that is in line with the **values** and **expectations** of our Academy
- **Believe** in themselves, their peers and Academy staff so that together we can achieve anything

3. The 5 Cs of Behaviour Management

The 5 Cs:

- Calm** It is vital that staff do not become agitated or lose their composure in any situation. This leads to teachers remaining in control and helps to avoid conflict and the escalation of small issues. A quiet but firm tone is more effective and appropriate than shouting in most if not all situations.
- Clear** Teachers must work hard to ensure that all instructions are clearly communicated whether this is a teaching activity, an expectation or a target. A range of methods for communicating with clarity should be used so that all in the class are clear about what is expected of them.
- Confident** It is essential that students know that the class teacher is in charge. All staff members must work to show an authoritative yet friendly presence in the classroom that ensures all students feel safe and able to learn to their potential in each and every lesson.
- Consistent** All staff must work hard to be consistent in their actions, regardless of any feelings, stress or worries that may have the potential to affect our mood. We must use praise as often as possible in a fair way between students and in a way that is consistent from lesson to lesson. In the same way we must use sanctions fairly. All students have the right to the same level of support both in and out of the classroom regardless of their ability or past mistakes.
- Compassionate** Whilst we must be consistent and clear with our expectations we must always work with compassion in our dealings with students. We will rarely know the full details of the children's family or social lives and how these things can affect their self-esteem, confidence or mood. We must always be ready to act compassionately and use our judgement to do what is needed for the children in our care as best we can at any given moment.

4. Key Routines and Expectations

Arrival to lessons

Learning must start as soon as possible at the start of every lesson. The following routines must be adhered to in order to allow this to be achieved:

- Students must arrive to the Academy on time. Failure to do so 3 times or more in a week will result in an SLT detention.
- Students must arrive to their classroom within 3 minutes of the bell sounding to signal the start of the lesson. Names of students not meeting this deadline are recorded and Key Stage Leader sanctions issued.
- Students must enter a classroom only with a teacher present and never wearing a coat.
- Students stand behind their chairs and prepare their equipment until invited to be seated.
- Teachers must have a learning activity ready for students to access as they arrive to lesson or as soon as they are seated.

Corridors

The corridors must be safe and peaceful places at all times. The following routines must be adhered to in order to allow this to be achieved:

- Students must walk on the left in a calm and quiet manner.
- Blazers must be worn in the corridors at all times. Outdoor coats must be removed.
- Phones and earphones must not be visible in the corridor. Names of students not adhering to this are recorded and dealt with by Key Stage Leaders.
- Students must not use the main corridor at social times as a way through the building.

Uniform

The Academy uniform is clearly communicated to students on a regular basis and must be adhered to at all times. This includes:

- The wearing of leather or leather look school shoes.
- Black or navy coats or jackets. Leather jackets are not allowed.
- Hooded tops and caps are strictly forbidden and must be confiscated if seen at any point
- Ties must be worn at all times.
- Blazers must be worn on the way to and from the Academy and in the corridors at all times.
- Shirts must be tucked in at all times.

End of lesson

The end of lesson is crucial for maintaining a peaceful Academy environment. The following routines must be adhered to in order to allow this to be achieved:

- ALWAYS finish with praise and award ePraise points.
- All students must stand behind their chairs, blazers on and coats off before leaving the lesson
- Learning must continue until the bell – i.e. Q&A whilst students are stood waiting to depart
- Teachers must dismiss the class in an orderly and controlled manner, i.e. row-by-row or table-by-table

Social time

There is great potential for issues to arise between students at social times. The following routines must be adhered to in order to promote and maintain a calm and safe environment:

- Staff must make themselves aware of the duty rota. It is important that staff are punctual to their duty position. If a member of staff is absent for any reason, it is their responsibility to arrange cover for their duty.
- For everyone's safety students should not run in the Academy building. Students should be encouraged to move safely in all other areas of the Academy grounds (e.g. on the playing fields) and avoid dangerous games and activities.
- At break times and lunchtimes students must consume food and drink items purchased in the designated areas (Dining Hall and the Social Sandwich Area). Food and drink is not permitted to be taken outside of these areas.
- ALL LITTER MUST be disposed of in the bins around the school site. All students who are found to drop litter must take part in some restorative justice (i.e. picking up of litter after a break/lunch time)
- Students must respond to the bell that signals the end of the social time period. Students have three minutes to arrive at their next timetabled lesson.

Recording of Information on SchoolPod

SchoolPod is an excellent way of logging behaviour incidents straight onto a central system. For the Academy to have a positive and lasting impact on Behaviour for Learning evidence of actions/interventions is also essential. Take the following points into consideration when completing a behaviour log on SchoolPod:

- Use the 'Behaviour at a Glance' document to determine whether or not it is appropriate to complete a behaviour log.
- All sections of the behaviour log must be completed. Ensure that you add as much detail as possible to the 'Description' section of the log.
- Keep the information included in the behaviour log factual (a step-by-step explanation of the behaviour incident). **DO NOT** include information on your personal opinions and feelings.
- If call out is used, Mrs Pursall (Student Reception) will add the incident to SchoolPod as a behaviour log. The member of staff who requested call out **MUST** access the behaviour log created by Mrs Pursall and add the details of the incident. Do not create a separate behaviour log for a call out.
- The 'Action taken in response' and the 'Staff who dealt with the action taken' **MUST** be completed. Behaviour strategies/interventions must be put in place by the class teacher and/or Curriculum Leader.
- **DO NOT** complete logs straight away in the lesson - no action/intervention will have been put in place at this point.
- Behaviour logs are set to be sent directly to Key Stage Leader, Assistant Key Stage Leader, Head of School/SLT and Curriculum leader. You do not need to cc these, they receive an email as soon as the log is saved. All of SLT receive a daily digest of all logs completed in that day.
- Key Stage Leaders will support staff and departments with serious/persistent poor behaviour and poor behaviour across a number of curriculum areas for the same student.
- It is the teacher's responsibility to plan for Behaviour for Learning in every lesson to create a positive learning environment.

5. Behaviour at a glance

	Behaviours	Possible classroom teacher actions
Level 1	Lack of effort Use of mobile phone Homework not done Out of seat without permission Late Name calling Impolite Off task	Optional recording on SchoolPod Praise those on task Warning Mediation Break detention Short detention with subject teacher Note in diary
	Chewing, eating or drinking Lack of equipment Excessive talking (ie over the teacher) Silly/disruptive behaviour	Where appropriate, these sanctions should be initiated by the subject teacher. Further action will be implemented by the CL, KSL or AKSL upon receipt of call out/behaviour log information

	Behaviours	Possible classroom teacher actions
Level 2	Inappropriate language Work not completed Defiance/insolence/dissing Refusal to follow instructions Bullying type behaviours Detention not attended Play fighting Racist comments Deliberate insults Very rude to staff Aggressive threatening Persistently seriously disruptive Dangerous	Log incident on SchoolPod Temporary group move Phone home (class teacher/CL) Put on Report/monitoring card Department detention Short withdrawal from lessons Meetings with Parents
		At this level there must be some action taken by the class teacher to ensure that the behaviours displayed are not repeated during the next lesson. It would appropriate to involve either a colleague, CL or KSL in this process.

	Behaviours	Possible classroom teacher actions
Level 3	Truancy Actual threats against staff Physical violence or fighting Leaving class without permission Serious refusal to follow instructions Verbal abuse towards staff Assault against a member of staff Vandalism Theft Serious bullying behaviours Extremist behaviours Fire alarm Smoking Alcohol/substance misuse	Call out Edit SchoolPod slip generated by D Pursall Follow-up discussion with KSL Follow-up mediation with student prior to following lesson Appropriate procedures will then be followed by Head of School/SLT
		All incidents at this level should result in Call Out being sent for via Student Reception It is the class teachers responsibility to complete a detailed log on SchoolPod and to be proactive in reintegrating the student, with support from CL, KSL or Head of School/SLT, before the start of the following lesson

Appendices



Appendix A - Praise and Reward

Our Academy praise system is central to enforcing and encouraging the Academy values, the behaviours detailed in the learning charter and current foci linked to the Academy action plan.

We must be prepared to use praise **at least twice** more than we use reprimand.

As students go through secondary Academy they are more sensitive about how they get praise. We have to work to combat peer pressure not to be seen to succeed or achieve. There are many ways of doing this including:

- Awarding positive logs – **whatever their age**
- Praise in front of the whole class
- A discreet comment
- Positive comments in regular marking
- An email to the Curriculum Leader, House Tutor or Key Stage Leader
- Displaying outstanding work in class or on the TVs around the Academy
- Phone calls home
- Departmental postcards
- An invitation for the Principal, Head of School/SLT or Key Stage Leader to visit to see good work

Rewards

- Every member of staff has access to award positive logs on SchoolPod – points are awarded for each positive log achieved
- Each half term those students with the highest number of points are entered into a draw to win High Street Vouchers
- Each half term certificates are generated through the SchoolPod system for reaching allocated milestones
- End of year reward visits are earned by students according the set criteria that generally include attendance, punctuality, behaviour and progress
- Students can achieve Scholarly Awards (bronze, silver, gold and platinum) for outstanding attendance, punctuality, behaviour, homework and progress

Praise assemblies will be held by Key Stage Leaders once a term and main awards given at the annual Presentation Evening.

Appendix B - Consequences and Intervention

Consequences are methods to show students that they have done something that goes against the Catholic values of the Academy or the Behaviour for Learning Charter. A list of such behaviours should have consequences which cost students' time or convenience. However they are only effective when used in conjunction with positive intervention that seeks to tackle the initial problem.

Be skilful in giving consequences. Students can understand natural consequences and take punishments they perceive as fair. Never threaten what you cannot carry out. Consequences should fit the offence.

Sanctions available in the Academy include:

Withdrawal of approval

This should not be underestimated with the majority of students – particularly if they usually enjoy and value our approval. This can be verbal, or non-verbal. If your attitude to students is positive and approving when they are doing well, the obvious withdrawal of your approval will be quite powerful.

Other verbal sanctions

These include warning, reprimands – short and sharp, don't nag. Low tone of voice usually disarms the most angry student.

Moving a student's position in class

Deprivation of freedom, or privileges at break/lunchtime

Carrying out a useful task in the Academy (restorative justice)

Detention

Notice is needed for end of day detentions beyond 10 minutes. Short 1 and 2 minute detentions recommended. Detentions **must** be recorded at the end of the behaviour log on SchoolPod. This allows for the monitoring of students on school site after 3.10pm.

Temporarily withholding privileges

Participation in sports events, educational visits, representing the academy should only be withdrawn as a consequence following consultation with the Head of PE and/or SLT. In most cases the Principal ought to be consulted due to the possible further negative effects of such a consequence.

Internal Exclusion

When behaviour is deemed to be more seriously in breach of the Catholic values of the Academy the Principal may decide to issue an Internal Exclusion for a set number of days. In such instances a full investigation must first take place with the collection of student and staff written statements recorded in detail on the correct forms. In the event of an Internal Exclusion being issued the decision will be put in writing to the parent and a review of the behaviour conducted with the Key Stage Leader and/or the parent(s) following the period of exclusion.

Fixed Term Exclusion

Only in the most serious of cases will an External Fixed Term Exclusion be issued that requires the student to be absent for the number of days set by the Principal. As with an Internal Exclusion, a full investigation must first take place and all information gathered to allow an informed decision to be made. A parental meeting must take place following a Fixed Term Exclusion before the student returns.

Permanent Exclusion Prevention Meeting

These meetings can only be arranged with the Principal's consent following a formal review of behaviour, progress and intervention. A Permanent Exclusion Prevention Meeting can only be held when there is a case built around a student that would be sufficient to issue a Permanent Exclusion.

Permanent Exclusion

The Academy will only consider a Permanent Exclusion when either:

1. A student acts in a way that severely puts the health and safety of either staff, students or the community at substantial risk
2. All intervention methods have been exhausted and there is no more that the Academy can do to support the education of a youngster whose presence in the Academy is a detriment to the learning and progress of themselves and/or others

Principles to be used in issuing consequences:

Is it fair? Is it proportionate? (No more than necessary).

Is it a clear signal to the community about what is and isn't acceptable?

Teachers should act as quickly as possible so that the connection of the sanction with the offence is clear and life can get back to normal as soon as possible.

A teacher should take personal responsibility for dealing with simple wrongdoing without following a chain or referral.

Mean what you say and do what you mean. At an Academy Council Meeting, students said that when a teacher gives a detention but doesn't enforce it, detentions become a joke. If we do this the students mark **our** card.

If a student does not acquiesce with the punishment, the teacher should feel free to make the appropriate referral without being thought of as inadequate. **We are a team. We support each other.** Such a referral is best done quickly, before a student's refusal to accept a sanction becomes an incident in its own right.

- Whole groups should not be punished for the activities of individuals.
- Ringleaders should be picked out when appropriate – but, conversely, individuals should not be scapegoated for the activity of a group. This requires skilled judgment on the part of all teachers.
- Sanctions should be in proportion to the offence (use the Behaviour at a Glance document for guidance).
- Punishment should not be cruel, humiliating or degrading and should not include any form of corporal punishment.
- **No Member of Staff should strike a child.**
- If there is a sudden difficulty in a classroom, **never leave your class to seek help.** Send a student with a brief note to Student Reception, requesting that a Senior Member of Staff come as soon as possible. If you have summoned help in this way and it does not arrive reasonably quickly, send a student to the Curriculum Leader in your area.
- If you need a student to be removed from the class to enable the lesson to proceed or to protect the safety of others, again send a brief note to Student Reception with a trusted student or another adult. Students

must not simply be sent outside the door to work or wait there. If they are a nuisance under your gaze, they are **not to be trusted** without supervision.

- **Wherever possible, use department support first, and then call-out.**
- If a student leaves the class for an emergency, there should always be a trusted escort and, if at all possible, a short note. *“Permission granted, sickness”* for example.

Serious Incidents

Call out systems are in place to support with serious incidents.

Major or serious breaches of discipline which should be referred immediately to the SLT include:

- obscene language to a member of staff
- defiance of a member of staff
- bullying
- racism
- physical aggression towards other pupils.
- pupils caught in acts of theft or vandalism.

A physical assault on a member of Staff should be reported at once to the Principal or other member of Senior Leadership.

When a student's behaviour is deemed to be of serious concern, it is the member of Staff to whom the referral is made who decides what action is to be taken, in consultation with relevant SLT.

All such instances must result in the completion of a Behaviour Log on SchoolPod. CLs must be responsible in the first instance for reviewing the information entered onto SchoolPod on a daily basis and be the next level of intervention following the class teacher's actions. CLs must work with staff to ensure that action is taken by the class teacher to respond to and plan for the behaviours that cause issues within their classroom.

A member of Staff who does not feel he/she has been adequately supported by the member of Staff to whom the referral is made, should take up the matter in the first place with the member of Staff concerned. If the referring member of Staff is still not satisfied, an appeal can be made to a more senior member of Staff (the person who stands next in the referral line).

Wherever a referral has taken place, the member of Staff to whom it has been made must ensure that the recording procedure has been followed, and allows the person receiving the referral to resolve as they think fit and with involvement of referring staff.

This includes:

- name and House of student.
- date of incident.
- detail of incident.
- details of action taken.

Bullying

Incidents of bullying need to be reported to Key Stage Leader/SLT for recording.

**This is dominance of one pupil by another (or a group of others).
It is premeditated.
It is usually a pattern of behaviour rather than one isolated instance.**

We can crack bullying if:

We lead by example – and act assertively, not aggressively, ourselves.

We train students to be assertive rather than aggressive.

We empower students (potential victims and bystanders) to speak the truth.

SLT and Leaders ensure that curriculum and all staff actively work to deal with bullying and to help eliminate it from all communities.

Listen to what students tell us.

Deal firmly with first signs – ‘nipping in the bud’ the name-calling, rude gestures and isolating tactics of some students against others. We **must never** give signals, verbal or otherwise, which suggest we think bullying, name-calling, is a fact of life and **has** to be tolerated. If students are to grow to their full potential, they must be afforded respect at all times from everyone they meet in the Academy.

We use group work flexibly in class so that everybody works with everyone else. Otherwise we get cliques existing in the same classroom, who never get to know one another.

We continually broadcast and publicise our anti-bullying stance in the Academy through Mission Statement and assemblies.

Staff should lead by example and not use sarcasm in communication with students.

We do not accept any form of bullying amongst work teams and adults.

We are prepared to work with both perpetrator and victims, first separately and then together so that the processes of understanding and healing can begin. It can be effective for the “bully” to recognize and experience for him/herself, through empathy or memory, something of the pain that he or she is causing.

We are alert. Most instances take place when the victim cannot choose to be away from the bully: lining up at lessons, if teacher is out of classroom, in changing rooms. If you are in charge, actively supervise.

Racial Harassment

Awareness of what this and sexual harassment means are addressed through the curriculum. Issues will arise in the teaching of many subjects (notably RE, PSE, English Literature, History, Science, Philosophy and Ethics, Psychology and Law).

Working Definition

Ridicule by verbal or written means; ostracism; inappropriate language as well as violence which may be verbal or physical and which includes attacks on property as well as the person, suffered by individuals or groups because of their

colour, race, nationality or ethnic origins, where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

Racism is power plus prejudice in the matter of race.

Everyone in the Academy community must know that this is always wrong and will always be treated with the utmost seriousness. Instances must be referred directly to Mrs O’Sullivan in writing, stating date, time, place, people involved and brief account of incident. Immediate action will be taken. This may include counselling and/or stern disciplinary action. Mrs. O’Sullivan is responsible for the monitoring of Racial Incidents and reporting to the Principal, who reports termly to Governors on these issues.

Sexual Harassment

This issue needs to be considered with the likelihood of both genders being responsible. The implementation of Sex and Relationships Education Policy is most important – particularly in so far as it concerns not physical difference and sexual function, but the need to respect everyone’s common humanity.

Sexual harassment of a sort can occur between individuals, of the same gender – particularly if there is a difference in rate of sexual maturation, or a perception (right or wrong) that another has homosexual preferences.

As they develop, children pass through various degrees and stages of sexual interest and it is not uncommon for same-sex attractions to develop (e.g. crushes on teachers). Whether this is transitory, or develops into a homosexual orientation, it can present problems if it is identified by other students and becomes the subject of homophobic talk or behaviour.

Homophobia is not acceptable. Words like *gay*, *queer*, *poofster* are derogatory and their use is a form of sexual harassment. Even the use of acceptable descriptive words like ‘lesbian’ are unacceptable if the clear intention in using them is to denigrate and demean.

Male or female we may be, but there is no single gender role. Gentleness and sensitivity, strength and courage are qualities which should be valued and celebrated, irrespective of gender. We should oppose any attempt to stereotype gender roles.

Counselling

Too often, behaviour and discipline policies become hung up on punishments for wrongdoing.

It cannot be stressed too often that what we need to do with *bad behaviour* is change it.

This is often most effectively done through counselling rather than punishment.

The aim must be to develop the student’s ability to make constructive choices and to work his/her way out of a self-destructive cycle that repeats mistakes despite more and more serious consequences.

Counselling is not just talking to the student. It is finding a way, through listening and talking with the child to put the child in control of events – rather than being a victim. It involves the child looking at options, making a choice, then a commitment, and never giving up.

Counselling means supporting someone through that process. It takes time and it involves skilful and appropriate listening.

The Academy has a full time counsellor and behaviour mentors who engage in this work.

ABCs (Acceptable Behaviour Contracts)

Acceptable Behaviour Contracts can be a useful way forward after a situation seems to have become almost irredeemable but both sides consider that another attempt should be made to find a way forward.

The contract summarises the responsibility of the Academy, the student, and the home to accept, alleviate and overcome conflict.

Putting a verbal agreement into writing can increase commitment and overcomes the problem “What did we actually agree to do?”

The more useful contracts state clearly and simply what is expected on both sides, are couched in positive language and are countersigned by the Academy, student, Parent, Carers and Agencies where appropriate.

A review date is agreed upon. House Tutors and all key staff involved with a student need to be aware of the nature of the Contract. Contracts, once established, are shared on the portal

Confrontations

Verbal or physical confrontations between adults and students are very stressful on both sides and **to be avoided** whenever possible. They are not productive. Teachers can learn from experience by talking to colleagues, reviewing incidents, and deciding at different points in the development of a confrontation what could have been done differently that would have been better for both parties.

Four rules for handling confrontations are:

1. Decide whether it is worth risking a confrontation over a particular incident – especially in front of peers. Would a quiet word later be better than intervention at the time?
2. Leave yourself and the student a generous way out. There must be room for you both to save face.
3. Remember that threats to use physical force, or actual use of physical force will almost always escalate the problem quickly and dramatically, and increase the chance of violence from the student. Do not physically block their way.
4. As soon as is reasonable after a confrontation and before they meet again in a routine way (e.g. next lesson), the teacher should take the opportunity to talk privately with the student to develop a way forward that is acceptable to both. Only when the initial tension has subsided should this be attempted. It may need the services of a third party. Accepting such help is a sign of strength rather than weakness.

See Restraint Policy.

Absence from Class

Please see Attendance Policy. For the purpose of this document it is important that teachers abide by the following basic principles of the Attendance Policy.

- subject teachers must keep registers.
- good follow-up (contacting Parents, using diary, referral systems and ESO);

- 're-entry' strategies for long term absentees. KSL's and SLT will put in support mechanisms for students who return after a protracted period of truancy.
- teachers must insist on punctuality to lessons/registration
- sanctions must be imposed on those who arrive late (SLT Punctuality Detention).

Appendix C – Responsibilities of Staff

All Staff

Classroom Teacher

The teacher is the leader in the classroom, modelling the behaviours we want and finding the strategies to achieve behaviours we want. This is achieved largely (long term) through **building relationships** with our students, **establishing clear routines** and trying to understand behaviour issues and **planning to minimise** them. Our behaviour policy is closely tied to the key principles that are underpinned in our mission statement. There are a range of consequences that need to be selected **proportionately** to the action. Remember, research shows it is the certainty not the severity of consequence that is effective. In principle, we want to try to move from least intrusive towards the most intrusive intervention. We want to be able to build and repair relationships with our students. We also believe that we should recognise when students are doing things we expect, not just notice when they do things in the wrong way (see: **Praise and Reward**)

If there is a behaviour incident, decide what category (Level 1, 2 or 3) the action falls into.

- Try to solve the incident drawing from a range of behaviour management strategies **before** recording a behaviour incident using a Behaviour Log. This offers a student the chance to change.
- For an incident in Level 1, do not complete a Behaviour Log unless the behaviour is persistent or serious. You will have tried some improvement strategies to solve the problem.
- If this is an incident that should be recorded, then you should complete a Behaviour Log.
- An isolated, serious Level 2 incident should trigger a phone call home (ALWAYS CHECK WITH THE RELEVANT KEY STAGE LEADER BEFORE MAKING A PHONE CALL HOME).
- Behaviour Logs need to be completed as soon as possible after the incident but NEVER during a lesson.
- The classroom teacher is responsible, in the first instance, for administering a consequence (Level 1 and 2)
- If consequence is successfully carried out, SchoolPod record should be updated (resolved) and that should be the end.
- If the consequence is NOT successfully carried out then follow the Departmental Referral process
- There are 2 chances to get situation right:
 - 1st chance - not successful, phone home
 - 2nd chance - not successful, involve Curriculum Leader for support
- Curriculum Leader *may* place the student on Departmental monitoring card.
- Keep monitoring card and return to Curriculum Leader at end of the monitoring period, or when requested
- Students must not be put out of the classroom.

If behaviour is **serious**:

- If it is necessary for removal, use the established Departmental procedure to remove to another classroom.
- A removal to another room is an automatic 30-minute detention, to be carried out by the classroom teacher.
- Nominated teacher should send student back to class one minute before end of lesson to apologise and collect detention slip.
- IF A LEVEL 3 BEHAVIOUR IS DISPLAYED (see Behaviour at a Glance) – send a sensible student to Student Reception with a note detailing why CALL OUT is needed. A Senior Leader will respond.

Curriculum Leader

Curriculum Leaders are responsible for supporting and empowering their staff. It is vitally important that initiating staff are part of the consequence process and involved at all steps. Therefore, it is equally important that classroom teachers are encouraged / supported to go through the steps.

The classroom teacher should be able to evidence that they have gone through steps to issue and administer a consequence. It offers two chances to get things right and includes a requirement to make contact with home. If a student fails to complete a sanction and the classroom teacher has followed the steps then a Curriculum Leader should:

- Interview students
- Either, support detention with the class teacher or, run own detention
- Send letter home
- If behaviour is persistent or serious,
 - Place student on a subject monitoring report.
 - Decide: length – e.g. 3 lessons
 - Targets should reflect the specific behaviours that have been displayed
 - Class teacher will keep the monitoring card and hand it back at the end of the period or when requested
- Phone, if possible, or send a letter to parents informing them that their child is being monitored and that if there is no improvement they will be invited in for a triangular meeting: Parent – Student – Staff
- ALWAYS CHECK WITH THE RELEVANT KEY STAGE LEADER BEFORE MAKING A PHONE CALL HOME
- Review monitoring progress after agreed time:
 - Positive letter home
 - Letter of concern home

Curriculum Leaders are also asked to:

- **Consequence systems and support**
 - Keep a record of detentions set in your department (use detention section of the Behaviour Log)
 - Ensure departmental systems and a 'Hotspot' timetable for support is in place within your department
 - Ensure behaviour is a regular agenda item in your team meetings
 - Make contact with home, preferably by phone, in following up failed detention attendance in support of teachers in your team, as part of the referral process
 - Interview students who are a cause for concern within your department
 - Ensure that students who have been moved to another room have received their automatic 30 minute detention
- **Using Behaviour Log data to support staff**
 - Monitor Behaviour Log data as a basis for offering support and encouraging consistency
 - Use Behaviour Log system and SchoolPod to track behaviour in your subject area
 - Ensure appropriate behaviour interventions are put in place to support progress
- **Supporting teachers with challenging groups**
 - Lead development of strategies and approaches for dealing with behaviour (No blame!)
 - Develop a range of strategies to support teachers with challenging groups
 - Monitor the application of the Behaviour Policy and guidance for ways forward
 - Support the establishment of routines and raising expectations within your curriculum team

Key Stage Leader

Key Stage Leaders are responsible for supporting and empowering members of their pastoral team. They have overall responsibility for the development, guidance and progress of the students in their key stage. They also have an overall picture of the behaviour of students in the key stage they are in charge of.

A House Tutor or Curriculum Leader may refer behaviour incidents to the Key Stage Leader, if they have followed all the appropriate steps, or if the incident is serious.

A Key Stage Leader should:

- Keep records of all day-to-day incidents involving students in their key stage by updating the 'Daily Interventions Log' google document.
- Interview the student with Behaviour Profile / Behaviour Plan as evidence of the House Tutor's or Curriculum Leader's involvement.
- What is the appropriate intervention?
 - Interview sufficient?
 - Key Stage Leader monitoring report 5/10 days?
 - Recommend internal isolation? (dependent on nature of behaviour)
- Send letter to parents informing them that their child is being monitored and that if there is no improvement they will be invited in for a triangular meeting: Parents – Student - Staff meeting with parents.
- A new Behaviour Plan drawn up – copy to each teacher of student
- Review of monitoring period
 - Positive letter/phone home
 - Cause for concern letter/phone home
 - **Referral to appropriate in house/external behaviour support agency**

Appendix D – Further Advice and Guidance

BEFORE THE LESSON

Managing poor behaviour is required far less when planning is detailed and well thought through. Teachers and students can reduce the opportunities for poor behaviour by working to establish consistent routines:

Teachers

Be on time to meet class

Starter activity in place

Students

Be on time!

In most cases the following applies:

Line up, single file, enter quietly

Coats off

Get necessary equipment out and diaries out

Bags out of the way (not in aisles)

Begin starter activity calmly and quietly

If it is the case that there is no room for line up then teacher/staff to be in classroom, changing room or workshop, ready to meet the class.

DURING THE LESSON

“Get them in, get on with it, get on with them”

Teachers

1. Make classroom rules for different phases of the lesson clear.

2. Look to catch students being good – not naughty. **“Well done, group in the corner – you have got your equipment ready, well done”.**

3. DO NOT USE SARCASM

4. Use diary for comments.

5. As far as possible
Praise in Public
Reprimand in Private
(PIPRIP)

6. Set homework early in the lesson to make sure all have time to record it.

Students

Listen carefully for instructions for each phase of the lesson.

Carry out instructions.

Answer only when asked.

Unless in groups, hand up and wait to be asked.

Have diary available and leave on desk or bench.

Do not eat or chew in class.

Stay in your place seated, unless told otherwise.

7. **Do not leave the class.**
Even going in to stock cupboards could make way for bullying opportunities.

END OF LESSON

Teachers

1. Leave the sufficient time for tidying up, etc.
2. Ensure room is tidy for next class. No litter, chairs and stools in. Specialist equipment safely put away.
3. Dismiss by row and keep eye on corridor behaviour

Students

Clear away when asked.
(Bell is a signal for the teacher not the class)

Stand behind chairs with coats off ready to depart in a quiet and orderly fashion

C. CORRIDOR

Teachers

Vigilance at narrow areas
SLT between lessons/start and end of sessions.

All staff to intervene when there is a problem – **don't walk on by**

All teachers/staff to be on time and at doors entry/dismissal. Especially at dismissal, look down corridor.

All Teachers to act decisively on wrong doing and apply conduct systems when necessary.

All Teachers to notice litter and ask students to pick it up and where possible lead by example.

Enforce Rules:

- **no running**
- **no interference with others**

Students

Keep to the left.
Walk don't run.
Line up outside a class, single file.

Show consideration for visitors.

- **keep to the left**
- **no shouting**

D. ACADEMY GROUNDS

Teachers

Duty Teams. Be there and be prominent, mobile and vigilant. Respond to student's needs. A niggler at 11.40am (Break) can be a crisis by 1.15pm (Lunch)

BREAKS

Teachers

As above.
Watch toilets.

LUNCHTIMES

Teachers

Staff are entitled to their lunchtime but those who put on activities for students and take on supervision are doing the Academy a great service.

Staff on duty supervise in their subject areas on wet days.

Students

Keep away from cars
Use field in fine weather
(not if told otherwise).
Stay on Academy site, away from the gate.

Students

Go to toilet at beginning of break

Students

All class rooms are locked
unless wet weather, then all open
except Lab. Technician area rooms
Science Labs and rooms with specialist equipment
(Art, ICT etc.)

Toilets to be used **before ends of breaks.**

PURPOSEFUL LESSONS

Be cheerful and enthusiastic.

Plan well. Refer to “what makes a good lesson” and plan “behaviour for learning”.

Have clear and high (but realistic) expectations.

Give opportunities for success (if possible sequence work in small steps – the task seems manageable and students will try).

Consistent low key but firm approach to lateness and other wrongdoing. **PIPRIP.**

Work to meet the needs of all cohorts and individuals.

Vary methods of presentation – avoiding boredom and taking account of individual differences (not only ability, but temperament, preferred learning styles). See Toolkit.

Allow students time to talk to each other and to you about work (don’t dominate the classroom by talking at them all the time). Use collaborative learning techniques.

Give students increased opportunities for independent study.

Boost self-esteem as a learner (not as a troublemaker!).

Hand back work marked positively in a timely fashion. This demonstrates respect.

Cover lessons are potential difficulties: Students not used to you, you not used to them or the subjects. To expect them to work quietly for a lesson on a book exercise is almost certainly unrealistic. You should take an interest in what they are doing, try to help and teach them in so far as you are able, and **break up the lesson** at least briefly to avoid the boredom that breeds indiscipline. Use “work breaks” – the student council rated these. If you can’t explain things to them; ask them to explain to you!

Appendix E – Key Documents

1. Call Out Review Form
2. Progress Review Sheet
3. Exclusion System Checklist
4. Key Guidance for the Issue of Fixed Term Exclusions
5. Post Exclusion Planning Meetings
6. Acceptable Behaviour Contract
7. Lead Investigator Form
8. Incident Information Gathering Form

Call Out Reflection and Record Sheet



Name: _____ Year: _____ House: _____

Date: _____ Lesson: 1 2 3 4 Teacher: _____

Subject: _____ Current Grade/Level: _____ Target Grade/Level: _____

Reason for Call Out:

Future Action/Target:

Key Stage Leader/SLT Comment:

Signed: _____ (student) _____ Key Stage Leader/SLT



Individual Progress Review Meeting

Student: _____ Year: _____

Reviewer: _____ Date of Review: _____

As part of the Academys determination to ensure all students make excellent progress in all subjects, I have conducted a progress review meeting with your son/daughter using the attached assessment information.

Together we have identified the following:

Areas going well:

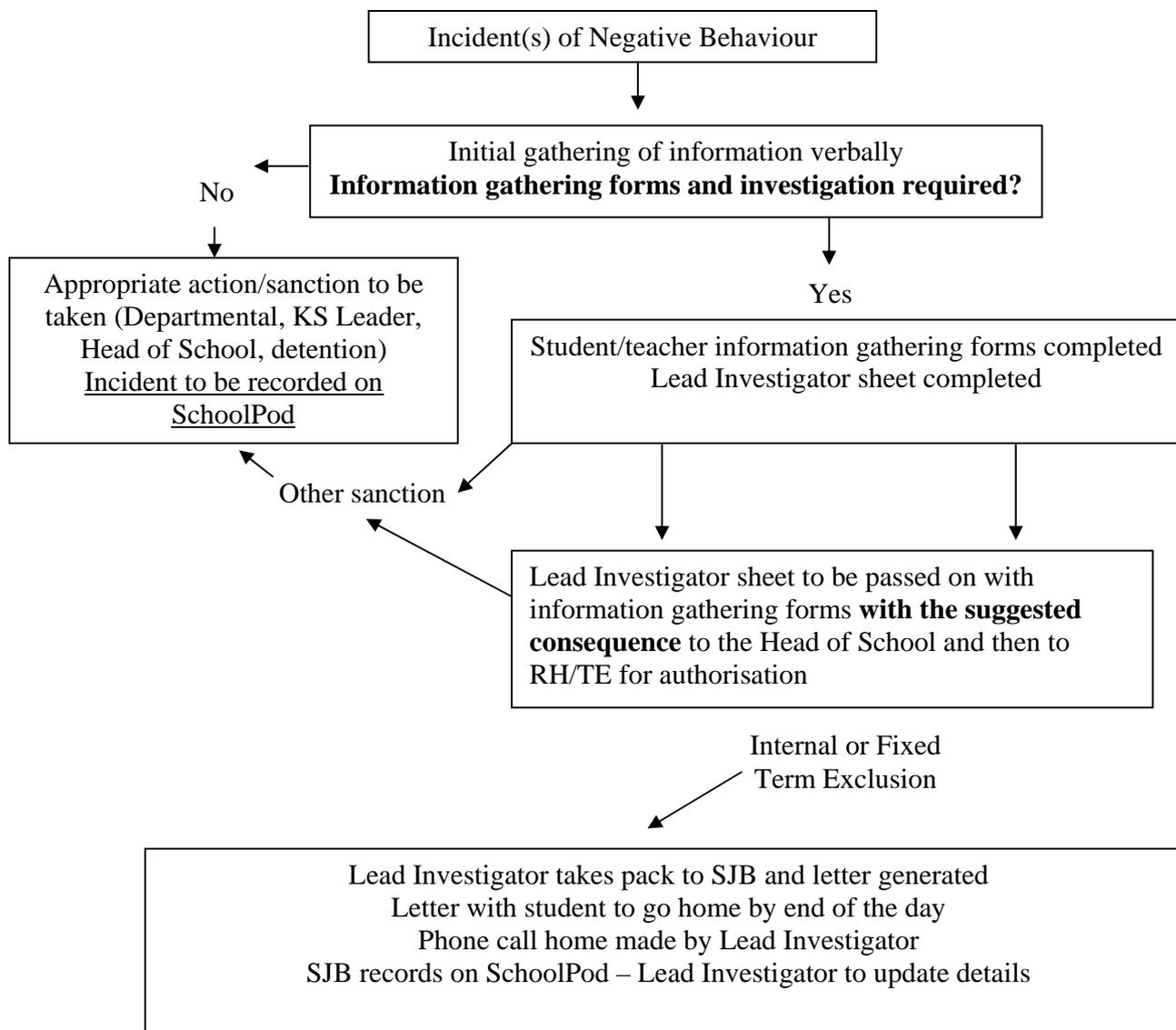
Areas requiring improvement:

As a result of these discussions we have decided upon the following actions:

School:

Student:

Internal and Fixed Term Exclusion Procedures

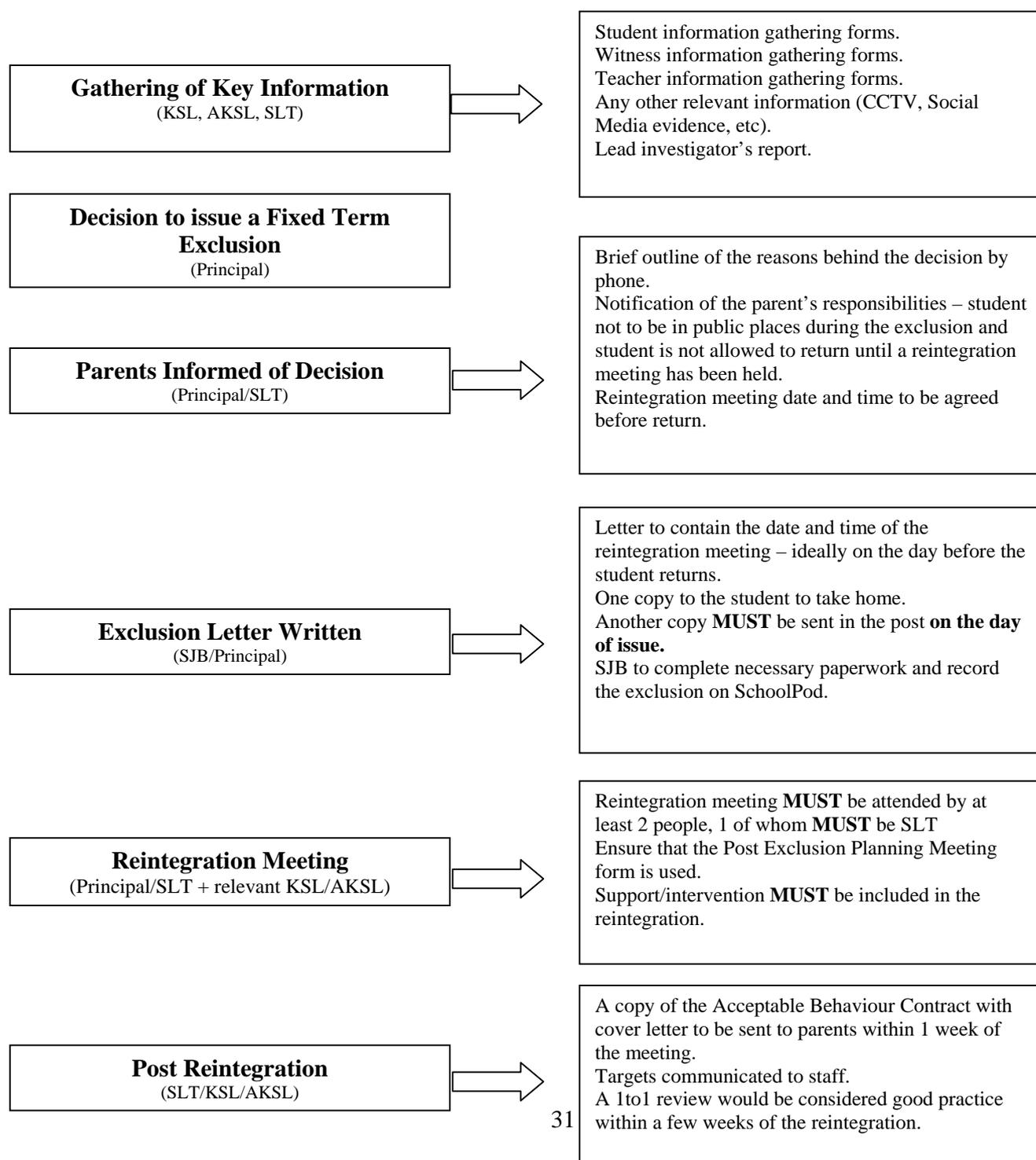


- On the first day of the exclusion the Key Stage Leader is responsible for:
1. Meeting the student at 8:30am
 2. Ensuring access to SAM Learning and has relevant work set in advance of 8:30am
 3. Gathering any additional work that may be suitable such as coursework or assignments

Fixed Term Exclusions

Key Guidance

The following guidance is to give a clear process of events that are required either by law or through guidelines of good practice issued by the Department for Education. The process detailed below **must** be followed whenever there is issue of a Fixed Term Exclusion:



CONFIDENTIAL

Post Exclusion Review and Planning Meeting

To be completed during the meeting

Date:

Name of PESP Coordinator:

Name of student:

Exclusion details		
Date	No. days	Reason(s) for exclusion

PRIORITY CONCERNS (what is going wrong, behaviours causing concern,)

ANY OTHER CONTRIBUTORY FACTORS (e.g. bereavement, family breakdown etc)

OTHER SERVICES/AGENCIES INVOLVED

Behaviour Support Team

Pupil Referral Unit (PRU)

Connexions

Social Services

Child & Adolescent Mental Health Service

Traveller Education Service

Education Welfare Service

Youth and Community Service

Educational Psychology Service

Youth Offending Team

Health Professionals

ASSESSMENT OF CURRENT SUPPORT NEEDS

What does the student do well/need to support him/her to be more successful at this time?

Long terms aims/career aspirations:

POST EXCLUSION SUPPORT PLAN

RECORD OF THE MEETING

Actions to be taken/ Targets Set	By Whom	By When

Review Date:

Signed: (on behalf of the Academy)

Signed: (parent/carer)

Signed: (student)

Signed:

Achieving success is as simple as ABC



Acceptable Behaviour Contract

A Student – 10 Romero

- 1) I will ensure that I attend each and every lesson on time and ready to learn
- 2) I will not cause any disruption to lessons in which I take part or to any students or staff
- 3) I will not in any way get involved in any anti-social behaviour outside of the classroom that causes any upset to any other students or staff members
- 4) I will not use physical violence towards any member of the Academy community
- 5) I will respond to all staff in a respectful and polite manner at all times
- 6) I will engage in all support offered and communicate with Mr B or Mr C if I feel that I need any more support in managing my conduct in and around the Academy

In support, the Academy will:

- 1. Ensure that mentoring support from BASE 25 is made available through weekly sessions
- 2. Keep in regular contact with Mum regarding both positive and negative behaviours
- 3. Ensure that A has access to learning facilities at lunch or break should he require to enable him to catch up on any missed work

Signature of student.....Date.....

Signature of parent.....Date.....

Signature of teacherDate.....

