



# **The Grangefield Academy**

## **Behaviour for Learning Policy**

**2017- 18**

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<b>Signature of Chair of Governors</b>	

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<b>Name of chair of Governors</b>	<b>Mr John Copping</b>
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The Grangefield Academy is committed to safeguarding and promoting the welfare of all its students. This policy sets out the standards and procedures used to provide a safe learning environment for both staff and students.

## **VALUES**

Our Academy community is founded on the key values of responsibility, respect, courtesy and consideration. These values permeate all aspects of Academy life and apply in equal measure to staff, students and governors. The one school rule states:

“All students and adults are expected to behave in a responsible manner, both to themselves and others, sharing consideration, courtesy and respect at all times.”

We are an inclusive Academy which recognises the equality of each individual and their right to thrive within our community and we will support all our students through an inspiring curriculum which meets the needs of all.

## **RATIONALE**

We aim to work in partnership with the whole Academy community to encourage and promote the appropriate behaviour of students both within and outside of the classroom. An orderly atmosphere, consideration and respect for others with a significant emphasis on rewards are the key notes of our approach to behaviour. There is an expectation of high standards of behaviour which promotes learning and respect, both self and others at all times, within the Academy grounds, and also off site, particularly when students are travelling between Academy and home or on Academy visits. The Schools within Schools system is an ideal method of creating a sense of community and belonging ensuring a caring philosophy.

## **PRINCIPLES**

As a community we are committed to:

- High standards and the equal worth of all learners
- Celebrating diversity within gender, creed and ability, providing quality teaching that raises standards, extends choices and helps to equalise life chances
- Actively encouraging an acceptance of equality, independent of individual differences, knowledge, abilities information and position
- Acknowledging the rights and responsibilities of each member of the community
- Developing learning skills across the curriculum
- Making learning an enjoyable and challenging experience
- Encouraging and advocating individual and collective ownership
- Protecting and nurturing students and adults in a safe, consistent environment.

## **ACADEMY AIMS**

Within this framework the Academy Aims are:-

- To provide a welcoming, safe and secure environment that is both calm and purposeful for the whole community
- To develop and sustain a positive culture of learning and teaching
- To model and expect a set of preferred behaviours based on mutual trust and respect, empathy, fairness and tolerance
- For students to accept responsibility for their own behaviour and to encourage positive behaviour of others
- To provide the opportunity for students to develop a sense of responsibility and strong values to assist them in becoming outstanding citizens

- To encourage respect for others, property and our environment
- To recognise the individual needs of others

### **Principles and practice**

The Behaviour for Learning Policy should be owned and endorsed by the whole Academy community. It is vital that:

- Positive behaviour is celebrated at every opportunity
- Inappropriate behaviour is always to be challenged
- All incidents of behaviour (positive and negative) are accurately recorded on SIMs and the relevant staff notified
- All staff are **consistent** in all areas of behaviour management and follow the Academy's procedures that are in place

### **COMMUNICATION**

It is important the Academy's Behaviour for Learning Policy is communicated with clarity and consistency. The policy will be communicated through:

- Daily working practice by all staff
- Reinforced by Heads of School
- Academy rules and code of conduct
- Assemblies
- Displays
- Academy prospectus
- Home-Academy agreement
- Newsletters
- Supply staff receive appropriate pack relating to behaviour

The Behaviour for Learning Policy will be regularly discussed at staff briefings/meetings and formally reviewed on an annual basis by staff, students, governors and parents/carers.

### **PROMOTING HIGH STANDARDS AND EXPECTATIONS**

All staff have responsibility for behaviour within the Academy. It is important that all staff model high standards of behaviour and have high expectations of the students. Consistency is the key. It is important that students experience the same routines when they go from classroom to classroom. Each Head of School will model and demand the high expectations for both staff and students.

### **ROLES AND RESPONSIBILITIES OF STAFF**

All staff should contribute to an effective learning environment that adheres to the principles of the behaviour policy that safeguards the well-being of children and promotes a community sharing the values of the Academy.

The primary responsibility of all staff is the safeguarding of young people. In their professional conduct they should set high standards and model appropriate behaviours. They should actively seek to protect children and to act to ensure their safety.

Learning Guides have a key role to play in supporting the effective management of behaviour and achieving the high expectations that the Academy expects.

## **HOME-ACADEMY AGREEMENT**

The Home Academy Agreement exists to promote partnership to support effective learning and ensure that all students are part of the Academy community, supported by both the Academy and their parents or carers.

## **CODE OF CONDUCT**

The Code of Conduct exists to promote a sense of responsibility in all students and create a positive learning environment

## **BEHAVIOUR MANAGEMENT**

Management of behaviour in the classroom is the responsibility of every classroom teacher in the first instance. The key to success is consistency.

### **Lesson management:**

- Meet in year groups in Learning Guide lines at the start of the day, end of break and end of lunch time and be escorted in by their subject teachers
- Punctuality is essential for all staff and students. Lack of student punctuality should be challenged. Short detentions at break and lunchtimes are recommended
- Staff should be waiting outside classrooms at ready to welcome students and see that students leave in an orderly fashion
- There should be a consistent start to all lessons with students removing outside clothing, emptying mouths of chewing gum or sweets
- All students must be registered and any unexplained absences followed up
- Lessons should be carefully planned to meet the diverse needs of learners
- Learning objectives must be clear to students at the start of the lesson
- Behaviour for learning should be reinforced through consistent praise and use of the rewards system
- SIMs should be used to record incidents of both positive and negative behaviour

### **Classroom expectations and consequences**

Classroom expectations should be clearly displayed in every classroom using the Levelled Behaviour Policy. It clearly outlines the Academy's expectation of students in every lesson regardless of who is teaching them. All teachers are expected to teach these expectations. They should exemplify how students can achieve these expectations in their lessons and explain the reasons for the expectations. Teachers must also teach the consequences of not meeting these expectations. The classroom expectations and consequences should be used as a tool to reinforce the Academy expectations of behaviour in the classroom.

All staff should revisit these expectations at the beginning of each half term to maintain a clear understanding of what the Academy expects. This will be reinforced by senior staff and Heads of School in assemblies and in their dealings with students.

It is critical that each teacher also teaches students how they will be rewarded for good behaviour and effort in their lessons.

### **REWARDS**

Affirmation and reward have a greater impact than sanctions on improving students' attitude towards learning. Grangefield Academy aims to promote the highest standards of behaviour, self – discipline and learning through positive encouragement. All learners are expected to value and take pride in their work and to respect and value the achievements of others. Every member of staff is expected to use praise more frequently than to reprimand in their work with students (5:1 ratio). All achievement points must be recorded on SIMS.

### **Rewards should:**

- Provide encouragement for learners
- Reinforce good and positive behaviour

- Highlight learners' achievements
- Be consistently deployed
- Recorded in SIMS

The Behaviour for Learning Policy is based on the belief that the majority of students behave well most of the time. We believe that good behaviour is established by:

- All staff having high expectations in terms of work and behaviour and relaying the expectations to the students on a regular basis
- Having clear educational aims and objectives which are known and shared by all staff
- Providing high quality teaching experiences for learners both in and out of the classroom working in close partnership with parents and carers and keep them informed of the good as well as bad behaviour
- Ensuring that when students meet staff expectations they should be rewarded
- Students should be told when they are doing well
- Praise being used frequently and consistently
- Criticism being constructive and including advice on how to improve.

## **BEHAVIOUR POLICY**

The Behaviour Policy must be used by all class teachers to support a positive ethos for learning in the classroom. Praise and reward are a vital component to raising student self-esteem and motivation to work. Students who behave well and/or have positive learning outcomes must receive achievement points. These must be recorded on SIMS.

Behaviours are tracked using a 1 through to 4 system. Students should always be given a warning before being placed on SIMS. To ensure consistency, guidance is given to staff on what behaviour constitutes being recorded at each level. It is the responsibility of School staff to ensure the policy is applied effectively within their Schools.

As identified on the Behaviour Policy displayed, students will be issued with a series of consequences, depending upon the severity of their behaviour. As demonstrated below:

# The Grangefield Academy Behaviour Policy

Verbal  
Warning

- Warning given and name written on board.

L1

- 1 Behaviour Point.
- 5 Behaviour Points accumulated in a week results in one hour school detention.

L2

- 2 Behaviour Points issued.
- Teacher detention.
- Move seats.
- Teacher contacts home and records on SIMS.

L3

- 5 Behaviour Points issued.
- Cooling down period.
- Faculty detention for 1 hour.

L4

- 10 Behaviour Points Issued.
- On call - Removal from lesson.
- School detention and / or isolation.
- Parental meeting.

## The One Academy Rule

All students and adults are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect at all times.



Together, Beyond Expectations

**SANCTIONS**  
**Detentions**

The Academy's use of detentions as a sanction is clearly publicised in the Academy Prospectus. Detentions must be reasonable and proportional to the offence, taking into account the student's age, educational needs, religious requirements and whether the student can get home reasonably easily after a detention.

The Academy does not have to give parents/carers 24 hours' notice when issuing their child a detention. The Academy has opted to operate a same day detention for lateness and direct refusal to cooperate. If the Academy feels it necessary to detain the student on the same day, at the end of the Academy day parents/carers will be contacted through the Academy's text messaging service. Lunchtime detentions are also used.

Each Faculty also operates a detention system and students are expected to attend.

### **STUDENT TRACKING REPORTS**

PDLs and Heads of School meet at the end of each day to review behaviour information recorded on SIMS. Where patterns are identified, decisions are made regarding the sanctions to be put in place. Students who are struggling to adhere to the expectation of the Academy on a regular basis will be placed on a behaviour report.

Behaviour is tracked and monitored closely. Sanctions are given immediately. Failure to comply will result in an escalation of sanctions.

1. The Subject Report. The subject teacher, will take responsibility for students who regularly fail to follow the academy expectations, and placed on a subject report. The teacher must discuss this intervention with School staff and input the information on SIMs with an explanation.
2. The Learning Guide Report. The Learning Guide, will take responsibility for a student who has shown regular signs of low-level disruption in one or more lessons. The Learning Guide will place the student on a White report. (Learning Guide Report). Students are expected to have a pass rate of 80%. If they do not pass this level, they will be placed on a PDL, Yellow Report.
3. The PDL report, or Yellow Report is used for students who have not successfully passed the Learning Guide report, or where their behaviour warrants harsher sanctions.
4. The Head of School Report, Red Report. Is used for more serious incidents or regular disruptive behaviour, eg not passing the PDL report.

In the most serious cases, a behaviour plan will be drawn up for students who continue to disrupt and fail the behaviour reports. These plans may include, the completion of an EHA, a period of internal isolation, fixed term exclusions or managed move.

### **Procedures for Behaviour Reports**

Parents should always be informed in a meeting that their child has been placed upon a behaviour report. The meeting should be minuted and information placed in SIMs.

Students will be placed on report for no longer than two weeks. When a student receives negative feedback regarding behaviour and effort they will be given a detention.

At each point, parents should be informed of their child's progress. This must be recorded on SIMs.

If students do not achieve the pass rate of 80%, the level of report will escalate. Each level of report will be associated with sanctions, such as detentions. These are at the discretion of the school staff and SLT.

### **Monitoring Reports**

- a. New admissions and managed move students will be placed on a monitoring Green report to the PDL for a period at the HoS discretion.
- b. A student requiring specific targets to achieve academic potential will be placed on a progress report with specific targets and impact judgements by the HoS, and PDL. The PDL will monitor with SLT setting agreed targets.



## **Internal Isolation**

School Inclusion is used following a series of minor tracked incidents or a more serious issue which is reported on SIMS. The period of time spent here should reflect the severity of the offence. Failure to adhere to the rules of the sanctions will result in parental interview and lengthened time in Inclusion.

## **The Bridge**

The Bridge is an alternative to exclusion. A student can only be placed in The Bridge by the Head of School in consultation with the Attendance and Safeguarding Officer. Reasons will include the failure of SLT Red Report and at the discretion of SLT following a serious incident. Inclusion 2 will run an alternative school day and last between 3 and 10 days.

## **Exclusion**

Only the Principal or the identified Vice Principal may exclude a student from the Academy. The decision to exclude is always taken based on consideration of evidence after investigation.

The Academy adheres to the guidance of the Department for Education and decisions to exclude are made within the limits of this guidance. This guidance sets out the requirements of the Academy regarding exclusion and protects the rights of parents and students.

### **Fixed Term Exclusion:**

This is normally the last in a line of staged responses to poor behaviour. Between the first signs of problems and exclusion a range of strategies will have been employed. In the case of serious breach of the behaviour policy, fixed term exclusion may be imposed as an immediate sanction.

Where students are excluded minimising disruption to their education is a priority. Work is to be sent home for completion and students will normally be readmitted to sit external examinations and modular tests.

Return from exclusion should be planned and in most cases support sought prior to return. There should be a positive reintegration into the Academy with targets set which allow for success. A behaviour plan will be drawn up for students who continue to disrupt and fail the behaviour reports. These plans may include, the completion of an EHA, a period of internal isolation, fixed term exclusions or managed moves.

### **Permanent exclusion:**

This is not a means of disciplining or punishing students. It is nearly always recognised that despite the best efforts of staff and support agencies a student has been unwilling to change aspects of behaviour which have caused serious concern. The decision to recommend to Governors that a student be permanently excluded is always taken in the clear interests of other members of the Academy community who are judged to be substantially at risk (physically, or in terms of their educational progress) if the individual were to return to the Academy. The well being of students and staff will be a significant consideration in the case of permanent exclusion.

## **Alternative provision**

In the case of repeated breaches of the behaviour policy, or in the case of serious breaches, alternatives to exclusion may be sought through alternative provision within the Academy or in partnership with other agencies. This would be in discussion with parents or carers.

## **Restraint**

All staff designated by the Principal will be entitled to use reasonable force where necessary to restrain students from:

- Committing an offence
- Causing a personal injury
- Damaging property
- Prejudicing the maintenance of good order and discipline of the school

## **SEARCHING STUDENTS**

The Grangefield Academy follows the guidance given by the DfE guidelines (2011) and Education and Inspections Act (2006) on screening, searching and confiscation, however we do not currently screen students.

Students can be searched in the following ways:

### **Without Consent Search**

It is a criminal offence to have a knife or offensive weapon on Academy premises (it is a defence to be carrying one for educational or other lawful purpose). If a young person is suspected of carrying a weapon, the Academy has the authority to do a 'without consent search'. The Academy has decided to carry out searches with consent only and if a student does not consent to a search then the Academy will opt for one of the following:

- Call the police to carry out the search or
- Send the young person home as unauthorized absence (not classed as an exclusion)

### **With Consent Search**

The Academy has the authority to carry out a search for weapons, items which have been stolen or which may be used to carry out an offence. Where a student consents to a search the following protocol will be used:

- Two members of staff will be present
- The student will be questioned first
- If questioning confirms suspicion, the student will be asked to surrender the item
- If suspicion remains then the student will be asked to remove outer clothing and to empty bags, pockets etc. At no point will an intimate search or 'patting down' take place
- Searches will take place in privacy where possible and will be sensitive to race, culture, religion etc.

After the search:

- The incident will be recorded on SIMS and parents informed. Governors will be informed annually of the number of searches
- The item will be confiscated
- If the confiscated item is illegal the Police will be informed and the item delivered to them as soon as possible

Information regarding searches will include:

- Name, Year, Sex and ethnicity of student searched
- Grounds for search
- Time and place
- Who carried out the search
- Who else was present
- How the search began and progressed
- Students response
- Outcomes and follow up actions

Nominated senior members of staff are eligible to carry out searches.

### **Special Educational Needs/ Vulnerable Groups**

All staff must be aware of information advice and other data with regard to SEN, EAL and vulnerable groups of students. Lessons must be differentiated to take into account the needs of SEN and EAL students.

Some students' behaviour is beyond normal incentives and sanctions. These are usually students with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. It is often necessary to create for these students' tailor-made programmes to achieve personal, achievable targets and a system of rewards. In extreme cases special curriculum programmes and timetables may need to be set up for such students. Parents, progress assistants and outside agencies may be included in such programmes if deemed necessary or helpful.

### **Management of behaviour outside lessons**

All staff have a responsibility for maintaining and ensuring that students conduct themselves in an orderly manner in and around the Academy. This will be monitored by the Heads of Schools and SLT. It is important that:

- Staff are visible and present on corridors and in other areas where designated particularly during lesson changeover.
- Staff are vigilant and challenge any unacceptable and inappropriate behaviour around the Academy in order to maintain high standards and a learning ethos. Usually a calm word or admonishment will be enough
- Always explain the consequences of poor behaviour to a student
- In some cases having dealt with the incident it may be best to inform the Learning Guide or a Personnel Development Leader (PDL). If done verbally the incident must be recorded by the member of staff on SIMs
- All racist or incidents of bullying must be logged on SIMs and referred to HOS
- In cases of more serious incidents send for support using on-call and intervene appropriately
- Where a student has failed to respond positively to instructions, despite being given the opportunity to, the member of staff should refer the student to either the Learning Guide or PDL (depending on the locality and severity of the incident) and tracked on SIMS.

### **Behaviour outside of the Academy**

The Academy will apply sanctions if students misbehave either on the way to or from the Academy (see non-lesson procedures). The Academy also expects:

- Students to behave well whilst on Academy visits, work experience and college placements
- Standards of behaviour will be clearly explained to students before they take part
- The Academy will not tolerate the use of intimidating or defamatory messages from media such as mobile phones or on social networking sites. Where the use of such media is exploited in order to embarrass or bully fellow students or members of staff, appropriate action will be taken.

### **Abuse or intimidation of staff or students outside of the normal working day**

All staff members have the same rights of protection from threat as any citizen in a public place. If an incident occurs the member of staff must report the incident to a member of SLT the following day. The Academy will apply sanctions when students are next in the Academy.

Students also have the right to protection and sanctions may be applied for actions outside the Academy which impact on the well-being of students.

**Abuse or intimidation of members of the public**

Actions which are directed at members of the public may also be subject to sanctions where the actions may bring the Academy into disrepute or threaten the well being of students, including damaging their learning through the perceptions of the community.

**MONITORING AND REVIEW OF THE POLICY**

This policy will be monitored by the designated SLT responsible for Inclusion. There will be an annual report to the Governing Body, which will include the views of students, parents and staff through a stakeholder's questionnaire