



# **The Grangefield Academy**

## **Behaviour for Learning Policy 2014- 2015**

<b>Date Approved by the Governing Body:</b>	<b>28<sup>th</sup> January 2015</b>
<b>Next Review Date:</b>	<b>September 2015</b>
<b>Signature of Chair of Governors</b>	
<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, positivity, honesty and respect. 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
- For students to positively engage in lessons showing independence and co-operation with others
- 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.

### **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 new Behaviour Diamond. 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 to each of the classes they teach. They should exemplify how students can achieve these expectations in their lessons and explain the reasons for the expectations. Teachers must also teach each class 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 Year 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.

### **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
- 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 Learning & Attainment Manager (LAM). 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

### **Lesson change over**

To support the smooth running of the Academy and the continuation of high expectations of students at all times it is important that:

- All staff are visible at lesson change over i.e. outside of the classroom and in the corridors

- Staff follow the Academy's Behaviour for Learning Policy regarding an expected code of conduct by students when moving around the Academy
- Positive behaviour should be acknowledged and inappropriate behaviour challenged
- 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 LAM (depending on the locality and severity of the incident) and tracked on SIMS.

## **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.

## **CODE OF CONDUCT**

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

## **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.

## **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.

### **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.

### **Stage 1: BEHAVIOUR DIAMOND**

The Behaviour Diamond must be used by all class teachers to support a positive ethos for learning. 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.

Students who disrupt the learning of others (and themselves) are placed on the lower section of the diamond. 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.

### **Monitoring the Behaviour Diamond**

Heads of School, Assistant Heads of School and LAMs meet daily to identify immediate sanctions to be put in place for individual students.

There are 3 tiers of monitoring:

The subject teacher where students have been placed on SIMS from one or two subjects at low level

Assistant Heads of School and SLT meet fortnightly to discuss students at risk of exclusion, and decide on further sanctions/interventions.

Behaviour for Learning Plans are drawn up for identified students, including a CAF1. These are reviewed by the Heads of School in consultation with SLT.

## **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**

LAMs and Assistant 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 monitoring report.

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

### **Monitoring Report:**

- Students are placed on the monitoring report as a result of a continuation of low level behaviours which impacts on the student's learning and those around him/her
- The student may be on report for up to 2 weeks
- The student is expected to report to the relevant member of staff monitoring the report at the end of the Academy day.



- The report will be taken home by the student for parents/carers to sign

## **Stage 2:**

### **Subject Monitoring Report**

- If a student is shown to be not responding to intervention at the classroom level the student should be referred to the curriculum leader
- If a student has been asked to attend 2 detentions with the curriculum leader during a half term, they will be put on subject report for 4 lessons. This will be logged on SIMS with a phone call home and parental meeting arranged. The department report can be extended at the discretion of the curriculum leader.
- It is essential that a parental meeting is held before moving onto the next stage.

### **Stage 3: Learning Guide White Report /LAM Yellow Report**

- If the HoS/AHoS identifies that a student is not responding to intervention at stage two and is causing concern, the following incremental interventions will be put in place:
  - White report to LG: logged on SIMs and contact home. The trigger for white report would be:
    - Two or more subjects where a concern has been identified
    - Consistent failure in one department area over an extended period of time (one half term)
    - Concerns with respect to punctuality and attendance
    - Concerns with behaviour around the school.
  - To pass a white report a student will have to pass 80% of lessons over ten days with no behaviour incidents. Failing a lesson would mean that you have received a board warning.
  - A failure in one lesson would mean that the day has been failed and the LG would keep the student for a detention at the end of the day.
  - If a student has failed a white report with a score of lower than 80% they will be referred onto the LAM where they will be put on yellow report.
  - Yellow report to LAM: logged on SIMs with a letter (by the office) and phone call home (by the LAM) identifying the concerns.
  - A student will be put on yellow report if they have failed a white report or at the discretion of the LAM for behaviour concerns across the school.
  - If a yellow report is failed, with a score less than 80%, a parental meeting will be held to record concerns and a student would be referred to stage four.

### **Stage 4: SLT Red Report**

- Where intervention is required to support the LAM with a student who is causing concern because they have failed a prior report or at the discretion of SLT, the following structure will be put in place:
- Red report for two weeks: logged on SIMs with contact to parents
- Pastoral Support Plan for six weeks: logged on SIMs with parental meetings recorded.
- A student returning from internal exclusion (meeting with SLT) will be placed on red report for ten days (monitored by SLT).

### **5: Internal and External Exclusion**

- In the event that a student has failed their PSP or has been involved in an incident of gross misconduct, for example one which endangers others or equipment in or around the school, the student will be referred to the Assistant Principal/ Principal who will:
  - Initiate internal and external exclusion procedures where appropriate.
  - Initiate managed move procedures where appropriate.

### **Progress reports**

- **a.** New admissions and managed move students will be placed on a monitoring Green report to the LAM 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, AHoS and LAM. The LAM will monitor with SLT setting agreed targets.

### **School Inclusion**

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

### **Inclusion 2**

Inclusion 2 is an alternative to exclusion. A student can only be placed in Inclusion 2 by the Head of School in consultation with the Inclusion Manager. 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 deputy 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. 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.

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.

In the case of serious breach of the behaviour policy, fixed term exclusion may be imposed as an immediate sanction.

### **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.

## **INCLUSION**

Grangefield is an inclusive Academy. It is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of Academy life.

We believe that all children should be equally valued in the Academy. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

## **The Bridge at Grangefield Academy**

Where it is felt that a student should not be brought into the main building, the Bridge can be used as an alternative venue. This can only be used in exceptional circumstances in consultation with the Inclusion Manager and designated SLT member. Amended Academy times may be used to ensure the safety of staff and other students.

### **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

This 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 for the following:

### **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.

### **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



### **ON-CALL PROCEDURES**

- Each HOS creates their own on call timetable using LAM, AHOS and HOS
- The role of on-call is to encourage students to make the right choices that support their Behaviour for Learning
- Where on call is necessary the teacher asks a student to go to the identified year/school office to request school on call

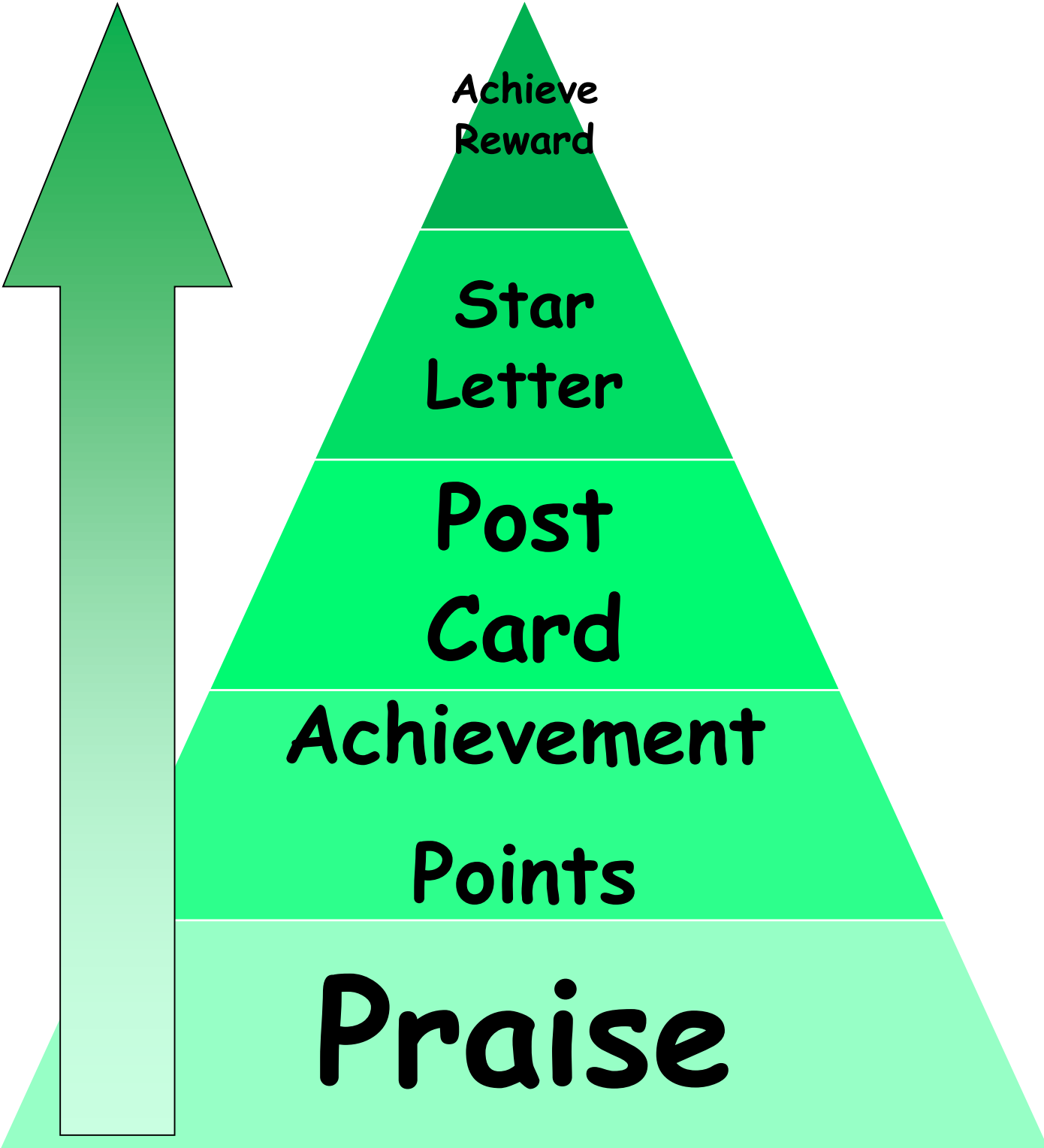
- In extreme circumstances where school on call is not available the teacher should send a student to the upper/lower school office to request a senior member of staff to support (classes should not be left unsupervised).
- On call will determine the course of action i.e. return student to the class or remove



The Grangefield Academy



Behaviour Diamond



Achieve  
Reward

Star  
Letter

Post  
Card

Achievement

Points

Praise

