

Behaviour for Learning policy

Title: Behaviour for learning
 Reference: WPSA/L&T/402/v3
 Issue date: January 2018
 Review date: January 2019

Date	Version	Comment	Ratified by	Reviewer
12.07.17	2	Updated to include Trust-wide statement	Trust wide Statement ratified by Board of Trustees (12.7.17)	J Morris
22.01.18	3	Annual Review	D Kenrick	B Carter
08.05.18	3.1	Addition of section 2.5a	D Kenrick	B Carter

Authorised by: D Kenrick

Date: 22.01.18 (revision 08.05.18)

Approved by: J Ash-Edwards

Date: 22.01.18 (revision 08.05.18)

Custodian: D Kenrick

Date: 22.01.18 (revision 08.05.18)

SUSSEX LEARNING TRUST POLICY STATEMENT FOR BEHAVIOUR FOR LEARNING

1 Introduction

- 1.1 The academy behaviour policy aims to develop in students a sense of self-discipline and an acceptance of responsibility for their own actions. It also aims to create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the environment. It employs the principles of restorative justice to ensure that all members of the community appreciate that their own actions affect other members of the academy community.
- 1.2 Our aim, and that of parents, is for all students to fulfil their potential. On occasions their behaviour will prevent this fulfilment. Other times their behaviour will enable learning. Such behaviour we call 'behaviour for learning'. Children are our 'core purpose'. Successful organisations are ones that never stray from remembering their core purpose. Unwanted behaviour is often the result of unmotivated students. Excellent teaching and an appropriate curriculum can often overcome this.

2. Roles and Responsibilities

- 2.1 Governors
- 2.1.1 To work with the Headteacher to ensure that the academy provides a well ordered environment for the education of its students.
- 2.1.2 To convene a discipline committee when required.
- 2.2 Headteacher
- 2.2.1 To ensure that the curriculum offers personalised opportunities suited to the needs of each student.
- 2.3 Teachers
- 2.3.1 To deliver stimulating learning experiences (in accordance with the Teaching and Learning Policy) within 'safe' and respectful environments. Lessons must be appropriately differentiated to match the abilities and meet the needs of all students in the class. Poor behaviour often arises from work that is 'too hard' or 'too easy'.
- 2.3.2 To implement the following policy.

WARDEN PARK SECONDARY ACADEMY BEHAVIOUR FOR LEARNING POLICY

1. Promoting and Rewarding Good Behaviour

- 1.1 We reward students in Years 7-11 by a system of house points. Students can be awarded a house point if they are deemed worthy of such an award under the headings: **Achievement**, **Community** (behaviour that benefits our immediate, or wider community) or **Excellence** (in any sphere, ie relationships, presentation, uniform etc).
- 1.2 House points must be highly valued and awarded to students in a consistent way.
- 1.3 Staff should award 1 house point to each student who has remained on green for the whole of the lesson. Students who have demonstrated exemplary attitude to

learning or progress during the lesson may be awarded 'star student' and awarded 3 house points. 2-3 students should be acknowledged as star students every lesson. Students who have demonstrated the very best examples of sought after attitudes and actions may be awarded 5 house points. These may be awarded for behaviours or actions either inside or outside of lessons.

- 1.5 Students in years 7 and 8 will have their achievements acknowledged in the forms of bronze, silver, gold and platinum certificates.
- 1.6 Curriculum Leaders are asked, at the end of each term, to nominate students in Years 9, 10 and 11 who they consider worthy of being awarded their respective subject 'colours for excellence'. These are presented to students in achievement assemblies, which take place at the end of the Autumn and Spring term. A student may only receive his/her 'colours' once for each subject in either Years 9, 10 or 11. In achievement assemblies, nominated students will also be presented with awards for attitude to learning and progress in different subjects. These awards are nominated by subject teachers. At the end of the Summer term, awards assemblies are held to celebrate and reward the achievement of students in year 7-10. Parents of prize winners are invited to attend the event.
- 1.7 Both KS3 and KS4 students are rewarded with 'congratulations' letters/ postcards/ telephone calls home which should be sent by Curriculum/Pastoral Leaders/classroom teachers.
- 1.8 House co-ordinators will use house points to select students for reward trips at the end of the academic year.
- 1.9 In addition to 1.7 it would be excellent practice if individual teachers telephoned/emailed home with 'good news'.
- 1.10 We believe in creating a culture of 4 to 1. This means four positive 'strokes' to one 'negative'. A 'stroke' is a unit of interaction, ie a 'good morning' or 'smile'. We do not have to give a negative stroke if it is not warranted. However, a negative stroke could simply be advice as to how learning or achievement could be improved.
- 1.11 Names of students receiving awards (certificates, star badges, subject 'colours', letters/postcards/telephone calls home) are to be recorded by the issuing teacher/Curriculum Leader/Year Leader using the appropriate digital database Achievement Log (see instructions for recording).

2. Academy Response to Inappropriate Behaviour

- 2.1 Wherever possible the teacher should refrain from shouting and outline clearly and calmly to the student the consequences should their unwanted behaviour continue.
- 2.2 The academy believes that the behaviour of students is the responsibility of everyone in our community. However, to promote consistency of reaction to

unwanted behaviour, we see two very clear distinctions of such behaviour, ie that presented in the classroom and that outside the classroom.

- 2.3 Unwanted behaviour in the classroom eg disruptive behaviour, poor or no homework etc is in the first instance the responsibility of the teacher to deal with and sanction appropriately (see below). The procedures followed by each teacher, within each department, should complement the whole academy policy. However, if the sanctions imposed by the classroom teacher fail to have the desired outcome, namely the eradication of the unwanted behaviour, then it is expected that the Curriculum Leader will become involved. The academy has a 'coloured' system of sanctions which should be in place in each classroom to ensure consistency of approach in each classroom. All staff should ensure that they use the language of this policy when dealing with students.
- 2.4 All incidents of poor behaviour that result in sanctioning must incorporate an element of restorative justice. Student and staff need to discuss the incident and review how poor behaviour can be avoided in future. Depending upon the nature of the misbehaviour, the sanction and the student involved, the formality of the conversation may need to be adjusted and other members of staff, such as: tutors, Curriculum Leaders, Year Leaders or Leadership Team may also play a role in the process.
- 2.5 The 'coloured system' of rewards/sanctions - It is at the teacher's discretion where on the cumulative 'scale' the student's behaviour within the current lesson has put them. Regular, low-level misbehaviour from lesson to lesson may result in the Curriculum Leader becoming involved. Communication between teacher, tutor, Curriculum Leader, Year Leader and parent/carer (informally and formally) is essential to maximize the learning opportunities of every child.

Green All students should start the lesson on **Green** regardless of what may have happened previously as this will have been dealt with and reconciliation will have taken place. Reward students who meet our expectations with green house points. Encourage good behaviour rather than punish poor behaviour, eg, display name of students earning house points rather than those behaving inappropriately. Students at this level leave the lesson feeling good about themselves and what they have learned. This should be the vast majority of students.

Green warning These student's behaviour has slipped below the standards expected of by the classroom teacher. These students are explicitly warned that any further incidents of poor behaviour will result on them moving to yellow.

Yellow Students are told explicitly that they are now on yellow, as their behaviour continues to fall below the expectations of the classroom teacher. Use a variety of strategies to inform the student that they must take responsibility for their behaviour and so respect the right of other students to learn. The strategies you use may reflect your relationship with the student but must reinforce the position of you acting as the adult and being pivotal in resolving any

conflict. Some examples are; taking the student outside to speak to him/her or moving seats. Any yellow incident will be logged on Go4Schools. Students will not be awarded a green point if they are moved to yellow.

Where a student fails to respond positively to the advice given, the following sanctions must apply and be recorded using Go4Schools.

Students attaining multiple yellows throughout the day or week will be spoken to by the pastoral team, and may be sanctioned as appropriate.

Students regularly attaining yellow in the same subject will be spoken to by the subject teacher or Curriculum Leader, and may be sanctioned as appropriate.

Orange Students who are moved to orange are removed from the lesson following explicit conversation between staff and student as to the reason behind this, using the orange slip. Students are removed to a different classroom, in line with department policy. Any student moved to orange and removed from lesson must be given an after school detention. Students in Key Stage 3 will be issued with a 30 minute detention and students in Key Stage 4 will be issued with a 45 minute detention.

It is the responsibility of the Curriculum Leaders to ensure that all staff within their department know where to 'orange' slip a student to for any given lesson. This information must also be readily available to any member of staff covering for an absent colleague.

Ongoing behavioural issues should involve collaboration between subject teacher and Curriculum Leader/Year Leader/tutor, eg verbally, email etc. Curriculum Leaders/Year Leader/tutors should be informed of any persistent/serious problems and of what action has been taken by the member of staff. Curriculum Leaders/Year Leader /tutors should be asked for advice on how to resolve conflict at the earliest opportunity. List referrals in following order: Curriculum Leader/Year Leader/tutor. Curriculum Leaders/Year Leader/tutors should speak to the student about the issue and offer advice for personal improvement.

The involvement of parents/carers at the earliest opportunity is essential in maximising student performance in every aspect of academy life.

If the issue persists, despite calmly explained sanctions/advice from Curriculum Leader/Year Leader/tutor and involvement of parents/carers, the student may be sent to work with the Curriculum Leader or other department member. The Year Leader/tutor may become directly involved if this situation persists across a number of subject areas. If issues continue to be ongoing, then collaboration between curriculum leader and line managing member of Leadership Team should be used in a bid to resolve any issues.

Red In the event of a serious incident the teacher may deem it necessary to ask for the student to be removed through the 'on call'. In this instance the 'on call' senior member of staff can be contacted via reception (send a reliable student to request assistance). The student will be placed under the supervision of a Pastoral Support Officer who will discuss the incident and advise on strategies to avoid any re-occurrence.

Withdrawal of a student from a lesson should only take place after a serious incident or when a member of staff has exhausted every possible professional strategy to include the student in the lesson. Any incident of Red behaviour and use of 'on call' will result in the student being issued with a one day internal supervision. See appendix 1 for Behaviour for Learning classroom poster. This should be clearly displayed in every classroom.

2.5a Classroom procedures for applying the behaviour policy:

Where a student is moved to yellow, this must be logged by the class teacher on Go4Schools, using the most suitable heading.

Where a student is moved to orange and removed from the classroom the teacher must check that the student has gone to the designated removal room. An orange slip detention (30 minutes for KS3 students and 45 minutes for KS4 students) must be applied. If the student does not go to the removal room as instructed the class teacher must contact the relevant Year Team and the Curriculum Leader. As soon as the Year Team are aware the student will be isolated for 5 lessons for refusal to follow instructions. Note that this does NOT replace the initial orange slip detention which must still be applied.

When a student is moved to red, a senior member of staff should be "on called" by sending one reliable student to Reception. When the senior member of staff arrives, they are to be briefed on the incident. The teaching member of staff must record details of the incident in Go4Schools. The Curriculum Leader must be informed.

2.6 Where a student displays 'unwanted behaviour' in more than one subject, it may be necessary for the Year Leader/tutor to intervene and monitor his/her performance. The student may be placed on an IBP (yellow – tutor monitors, orange – Year Leader monitors, Red – Leadership Team (Deputy Headteacher) monitors).

2.7 The 'Behaviour Log' must be used to record all 'orange' and 'red' level behaviour with the appropriate action taken. You may wish to discuss with the Curriculum Leader or Year Leader how best to deal with any incident. All staff involved in dealing with poor behaviour are expected to be involved in any resolution.

2.8

Unwanted behaviour outside of the classroom is the responsibility of the staff member observing the behaviour. The decisions of the staff member will depend upon the severity of the observed behaviour. Students should be reminded whenever possible that behaviour outside the classroom is as important as positive

behaviour inside the classroom, as we strive to create a warm welcoming environment where all students feel safe and happy.

Low level behaviours:

Students seen displaying low-level poor behaviour should initially be warned and reminded of the school's expectations. Students seen repeating this behaviour may then have their behaviour logged for follow-up by pastoral team as appropriate. Examples of this type of behaviour include poor uniform, eating in non-eating areas or loud boisterous behaviour. Staff should use their professional judgement when deciding if a warning is appropriate.

As long as circumstances allow, students with poor uniform should expect to be stopped and asked to correct their uniform. They should not be sent off until their uniform has been rectified.

This behaviour should be logged on the appropriate digital system as 'behaviour outside of lesson not requiring follow-up'. This is important as students may be accruing a number of these incidents, which will be followed-up by the appropriate Pastoral team.

Serious-level poor behaviours:

Students seen exhibiting very poor behaviour must be challenged by staff. These students will be immediately parked with a senior member of staff, and the staff member involved should seek follow-up intervention. This is most likely in the form of an email to the correct year leader who will decide upon a further sanction. Year Leaders are requested to copy the initial staff member into any further correspondence regarding the incident. Examples of this type of behaviour include dangerous or violent behaviour, encouraging violence in others, vandalism, theft and/or defiance to staff.

These behaviours should be logged on the appropriate digital system as 'behaviour outside of lesson requiring follow-up' with a brief description of the event. This will allow all further follow-up actions to be logged succinctly.

Seeking assistance:

Staff who witness poor behaviour who are not on duty may request the assistance of a duty member of staff. These will be identified by the wearing of high visibility jackets. Where appropriate the duty member of staff can take over in dealing with the behaviour incident to allow for a more senior member of staff to be found.

Leadership Team staff are on duty every break and lunch time and can be called upon in a similar way to the on-call system in lesson time if necessary.

On occasion staff may encounter students that they do not know, who are not willing to give their names. In the first instance staff should seek the assistance of students and staff nearby to clarify an identity. Failing this, staff should use the assistance of the Pastoral team to identify the student. Year Leaders will follow up this defiance by isolating the student.

Break and lunch duty staff:

The visibility and vigilance of duty staff plays a key role in promoting good behaviour outside of lesson time. It is important that duty staff patrol the whole

area they are responsible for. If staff are unsure as to the area of their duty, they should seek out a member of the Leadership Team for clarification.

3. Internal Supervision

- 3.1 The Year Leader may decide to issue an internal supervision to a student if their behaviour is particularly poor. This is a serious sanction in which the student works in isolation, supervised by a suitable member of staff, from their peers. They do not have communal break times although they must be permitted to collect their lunch. Internal supervision will last for 5 lessons and a break and lunch period, although this may be spread over 2 days, depending upon whether the original event took place.
- 3.2 The subject teacher for any student placed in internal supervision must provide work for the student as directed by the Year Leader or Pastoral Support Officer.
- 3.3 Parents will be informed of their child's internal supervision by letter or phone call, by the Pastoral Support Officer.

4. Exclusions

- 4.1 The academy will always seek to help a student through their difficulties and use exclusion only as a last resort.
- 4.2 The academy adheres to the West Sussex policy on exclusions in which only the Headteacher or Deputy Headteachers may exclude a student on a fixed term basis, and only the Headteacher can exclude permanently (a copy of the County policy is available from the Headteacher's PA). The Deputy Headteachers are responsible for managing fixed term exclusions in consultation with the Headteacher.
- 4.3 Fixed term exclusions are usually cumulative, beginning with one day, but may increase to anything up to 45 days. The length of period obviously depends on the severity of the incident.
- 4.4 A fixed term exclusion will be reported to the parents by telephone and confirmed by letter, clearly stating the reasons for the exclusion, rights to appeal and arrangements for work to be set for the child. Work must be set for excluded students. This information will be retained on the student's file. The parent will be asked to collect their child, however it may be possible (if safety is not an issue) for the child to work in isolation until the end of the day and the first day of the formal exclusion will then be the following day.
- 4.5 Students returning from a fixed term exclusion will attend a re-integration meeting together with parent(s), with the Deputy Headteacher managing the exclusion. The student will be placed on an IBP for a minimum of one week, reporting to the Deputy Headteacher or year leader as appropriate. An appropriate re-integration programme will be put in place, in consultation with the Year Leader.
- 4.6 The Pastoral Team may deem it appropriate for a Pastoral Support Programme (PSP) to be initiated for students regularly contravening academy rules. These

involve as many adults or agencies with an interest in the child's welfare and are intended to help the student manage their behaviour. The PSP is intended to avoid exclusions being necessary. Sometimes, of course, a fixed term exclusion is appropriate for an isolated incident, eg a physical fight. A final PSP will be initiated with Alternative Provision for students at risk of permanent exclusion.

- 4.7 Any student who receives a three day fixed term (or longer) will be the subject of a PSP as part of the re-integration process. If a student receives three one-day fixed term exclusions in any academic year they will also be the subject of a PSP. MASH referrals may be made as appropriate.
- 4.8 The academy will attempt to avoid permanent exclusion at all costs, although sometimes this final and absolute sanction may be unfortunately necessary in respect of serious breaches of academy rules, health and safety of other community members and to ensure a safe and purposeful learning environment is maintained.

5. After School Detentions

- 5.1 It is the responsibility of the member of staff issuing the detention to inform parents.
All departments are to establish a 'supervision rota' which must be communicated to all department staff.
- 5.2 If a student fails to attend a department detention, details must be passed to administration who will arrange a one hour Curriculum Leader detention on a Tuesday evening (there is a rota of Curriculum Leader supervision). Parents will be notified.
Any student who subsequently fails to attend a Curriculum Leader detention will be issued with a one hour Leadership Team detention. Any student who subsequently fails to attend a leadership detention, will be issued with an internal supervision.
- 5.3 In all cases, students issued with detentions are to be recorded in the Go4Schools behaviour log.

6. 'On Call' Procedure

AIM : To ensure that incidents which warrant an 'on call' are appropriately dealt with.

- 6.1 The removal of a student from a class through the withdrawal system should be seen as a last resort, ie the use of the 'orange' slip is not appropriate. This is a very serious sanction which could lead to internal supervision/external exclusion. Examples of situations where 'on call' would be appropriate include :

- 6.1.1 Abusive language directed towards a member of staff.
 - 6.1.2 Aggressive behaviour directed towards a member of staff.
 - 6.1.3 Physical aggression between students.
 - 6.1.4 Refusal by a student to carry out a reasonable request when all other professional strategies have failed and 'on call' is the last resort.
 - 6.1.5 After a student has been withdrawn within the department and behaviour continues to be problematic.
- 6.2 Any incident requiring the presence of a Leadership Team member should be reported to Reception (send a reliable student). Reception will, in turn, contact a member of the Leadership Team who will respond to the incident immediately.
- 6.3 Before the use of 'on call': All departments/areas should have an 'orange slip' system designed to prevent escalation to 'on call'. This can be organised within subject areas or areas of the building (see 2.4).
- 6.4 'On call' withdrawal: If a student is formally withdrawn from a lesson he/she will be issued a days internal supervision. (See 3).
- 6.5 After the 'on call' teacher has been called:
- 6.5.1 On arrival at the lesson the 'on call' teacher must ask the class teacher for the details of the incident and discuss whether the student should be formally withdrawn.
 - 6.5.2 If the decision made is to formally withdraw, the student will then be placed in supervision with the Pastoral Support Officer for the remainder of that lesson.
 - 6.5.3 The incident must be recorded by the class teacher who requests the withdrawal on Go4Schools. This is essential in deciding upon the severity of sanction. A minimum of a one day internal supervision will be issued
 - 6.5.4 The Pastoral Support Officer will inform the relevant Year Leader and action a one day internal supervision (see 3).
 - 6.5.5 In order to reinforce the idea of 'Restorative Justice', the class teacher will be required to be involved in a reconciliation process with the student. The class teacher will be contacted by the Pastoral Support Officer for this to take place.
 - 6.5.6 Any student withdrawn from a lesson starts the next lesson with that teacher on 'green' (see 2.4).
- 6.6 Emergency withdrawal protocol for duty staff:
- 6.6.1 On arrival at the lesson the Leadership Team member must ask the class teacher for the details of the incident. The student should then be withdrawn and placed in an internal supervision for the remainder of the day, and part of the following day as appropriate (see 3)
- 6.7 The number of 'on calls' should be minimal in view of Leadership Team 'walk-throughs' every lesson of every day. Teachers must alert staff on 'walk-throughs' of any issues with their students**

Appendix 1: Behaviour For Learning Classroom Poster

BEHAVIOUR FOR LEARNING

COLOUR	EXAMPLES OF BEHAVIOUR	WHAT THE STUDENT CAN EXPECT
<i>green</i>	<ul style="list-style-type: none"> • Student is well organised, on task and responding well to the teacher. Good relations with his/her peers. • Class/homework is completed to the required standard and appropriate levels of progress made • The student is well presented. 	<ul style="list-style-type: none"> • Praise. • Green house point. • Telephone contact with parent. • Congratulations letter/postcard. • Nomination for achievement assemblies.
<i>First Warning</i>	<ul style="list-style-type: none"> • Student off task – first instance. 	<ul style="list-style-type: none"> • Verbal reprimand. The student is given a clear and explicit warning that their behaviour needs to improve. Student needs to get back on track • Subject to remaining on green, student should still be awarded a green point at the end of a lesson
<i>yellow</i>	<ul style="list-style-type: none"> • Student continues to be off task/ distracting other 	<ul style="list-style-type: none"> • Incident logged on Go4School • Moving seats AND/OR • Student spoken to outside of the room AND/OR • Loss of free time
<i>orange</i>	<ul style="list-style-type: none"> • Student has continued to display poor behaviour despite action taken. This may be the first time for this student. 	<ul style="list-style-type: none"> • Removal to another class (orange slip)/involvement of Curriculum Leader/Year Leader/tutor/Leadership Team. • After school detention issued. KS3: 30 minutes. KS4: 45 minutes. • Parents informed by class teacher of detention • Departmental Report if poor behaviour is ongoing

red

- | | |
|--|---|
| <ul style="list-style-type: none">• Student has continued to display poor behaviour despite action taken. He/she refuses to follow the instruction of the member of staff, eg use of 'orange slip', use of inappropriate language/aggressive behaviour directed towards a member of staff or students. | <ul style="list-style-type: none">• Assistance from the 'on call' Leadership Team member requested.• Student removed (as appropriate) and placed under the supervision of a Pastoral Support Officer (if appropriate). One day internal supervision (with immediate effect).• Parents contacted.• Exclusion – dependent on severity of poor behaviour. |
|--|---|