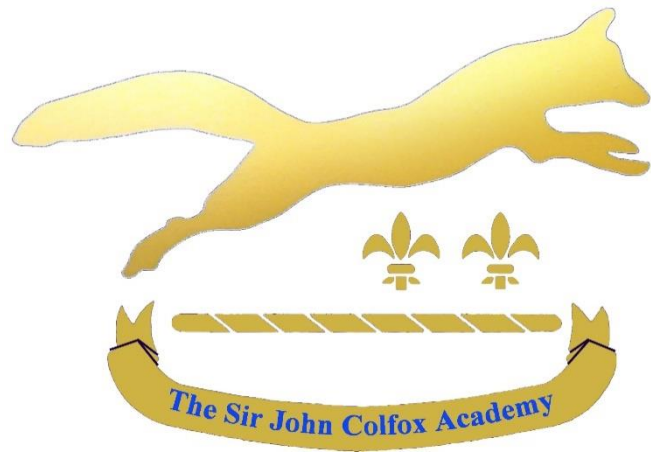


The Sir John Colfox Academy



<h2>Behaviour for Learning Policy</h2>
--

Headteacher:	Adam Shelley
Policy Written by	The Sir John Colfox Academy
Policy Reviewed	June 2020
Ratified by Board of Governors	June 2020
Date for Review	June 2021
Signature of Chair	_____

BEHAVIOUR FOR LEARNING POLICY 2020

The Behaviour for Learning Policy used by our school comes in three parts:

1. The Rewards System.
2. The Consequences System.
3. Managing your classroom guidance.

Sir John Colfox Academy is a Right Respecting School. Article 12 (the right to have children's views respected), Article 28 (the right to an education) and Article 29 (the right to for every child's personality, talents and abilities to be developed to the full) are central to our rewards and consequence system.

It is our belief that through the positive and consistent application of these areas we will be able to provide a whole school ethos and classroom learning environment that enables all our students to get the very best from their school experience. We aim to develop a high-quality learning environment for all and, through doing this, improve relationships between students, staff and parents.

The 'Learning Promise' outlines the expectations that are set for the students. Rewards and consequences are issued by members of staff in relation to students' response to the learning promise.

'The Learning Promise': I will.....

1. Arrive at **The Right Time, in The Right Place** and with the correct equipment.
2. With **The Right Attitude**:
 - a. Listening to the teacher or other students
 - b. Raising my hand if I wish to speak
 - c. Using only the voice level directed by my teacher.
 - d. Staying in my allocated seat
 - e. Completing all tasks to the best of my ability.
3. Respect **The 'Right To An Education'** that all students share, by enabling the lesson to run smoothly and productively.

The school recognises that the behaviour of some students will be challenging for a variety of reasons. The school adopts Nurturing Principles and the care provided by the pastoral system adopts these principles as a key part of working practice. The six principles of Nurture are:

- Learning is understood developmentally and school staff respond to children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress.
- Nurture is important for the development of well-being and this involves listening and responding. Children respond to being valued and thought of as individuals.
- All behaviour is communication. A child can sense that their feelings are understood and this can help diffuse situations.
- The classroom/ school/ home offers a safe base and this is helped by structure, predictability and consistency.
- Language is understood as a vital means of communication and language is more than a skill to be learnt, it is a way of putting feelings into words.
- Transitions are significant in the lives of children. On a day there are numerous transitions. Changes in routine are difficult for vulnerable young people.

The policies herein have been developed by a school working party and through consultation with staff, students and parents. We have recognised the need to develop our approach to the management of the classroom and the school environment, the ways in which we celebrate success and in consistently taking action with those students whose behaviour disrupts teaching and learning.

The most important aspect of the 'Behaviour for Learning' programme is that we as staff are consistent in the way in which we use it. This is not to detract from our individual teacher style and personality which is central to the way we work and is something that students enjoy, but, in certain key areas we must operate from a basis of consistency. Our aim is to replicate as best we can the consistency in approach that students enjoy in Year 6, where they are taught mainly by one teacher, so our students understand the approach is the same in English, Science, MFL, PE etc.

'The Learning Promise' will be clearly displayed in all classrooms. Staff will be able to make clear reference to these in their teaching and in conversations with students, parents and visitors.

Rewards System

The giving of rewards is integral to the 'Behaviour for Learning' programme. In light of Article 29 which states it is right that every child's personality, talents and abilities should be developed to the full, we take pride in rewarding the curricular and extra-curricular achievements of our students.

It plays an essential part in helping to ensure that our students develop a positive attitude to the school and their learning and are appropriately rewarded when they do so. This is an important part in building a school ethos which recognises and celebrates success. The giving of rewards, we feel, is a vital component in helping to develop student aspirations. House Co-ordinators will be responsible for organising and encouraging students to achieve and participate.

There are several ways that we have identified where we can reward our students:

1. *Verbal Praise*: The effect of this shouldn't be underestimated and we will aim for a ratio of a minimum of 3:1 in favour of praise versus sanctions. The trick of 'catching them being good and on task' is a key tool in successful classroom management.
2. *House Points*: All students like to receive house points. The electronic issuing of house points means that students have no option but to accept them! House points will be awarded for excellent work or sustained effort in lessons and for contributing to the school community in a positive way e.g. taking part in clubs and events. House points should not be awarded to students for one off episodes of good behaviour but may be appropriate where a student has improved their conduct over a more sustained period. Tutors will display a regular printout of the individual totals within the group.

The reward system revolves around House Points and students can achieve these on different levels and for a variety of reasons. A ladder system is in place for the awarding of these under 5 categories.



Students can be awarded house points for any of these categories and the ladder indicates at what point these can be given and by staff members. Some points will automatically be awarded at certain times in the term e.g. for 100% or 98%+ attendance, for exceptional progress in the school reports etc.

Positive Points Value		Points can be given by	Examples
1	Positive	Any member of staff (teaching and support)	Every day motivational rewards: general enthusiasm and working well in class or at home. Positive Student Reception Service. Respect and positive contribution to school.
5	Good	Any member of staff (teaching and support)	Academic: very good work in a lesson, pleasing homework, or test result. Positive contribution and participation over a period of time, display work. Excellent student Reception Service. Good contribution to a school team or group. Service: helpful acts, showing community spirit, kindness.
10	Very Good	Heads of Faculty Heads of School House Coordinators	As above but given for a good, longer pieces of work, or showing sustained effort or improvement over a period of lessons. Achievement of an Apprentice Edge Attribute. Attendance at end of each term 95% - 98%. Student of the month Award (2 from each tutor group). Student of the House Award (1 student from each House).
15	Excellent	SLT	Attendance at end of each term 98%+, sustained hard work, effort, exemplary behaviour. Participation in a school event e.g. assembly, production, concert, or for sustained contribution to a team or group over a term. Achievement of an Edge Graduate Attribute. Contribution to Sport, success out of school, charity work, Art Leader. Effort grades that are consistently high (2/1) in reports will receive this award.
25	Exceptional	Head teacher	Exceptional performance in a subject or activity in or out of school. Significant dedication, after-hours commitment to a group or community group, over a sustained period of time. Exceptional sporting, music or arts achievement. Bravery, courage, overcoming adversity. Completion of the Edge Apprentice Completion of the Edge Graduate (50 points). Completion of Lions Award Silver or Gold. DoE Award. HOS/HCo to monitor and pass recommendations to the Headteacher.

3. Points make prizes!

- Students who achieve 50 house points gain a certificate from their tutor and pick from a selection of school prizes.
- Students who gain 100 house points gain a Bronze certificate presented by their tutor and a pick from a selection of school prizes.
- Students who gain 150 points gain a Silver certificate presented by the house coordinator in assembly and a pick from a selection of school prizes.
- Students who achieve 300 house points gain a Gold certificate from a member of the house coordinator and senior staff in assembly and an additional gift voucher.
- Students who reach 400 house points gain a Governor's Award Platinum Certificate and a personalised gift.

At the end of each term the house points will be counted and the winning House will receive a 'treat' on the final afternoon of the term e.g. film and popcorn in the hall or a games afternoon and BBQ!

4. Student of the Year:

Each half-term House Leadership Teams will present a certificate to the student of the term which will be presented in assembly. House Leadership Teams will then decide on a Student of the Year who will be rewarded during the prize-giving ceremony at the end of the year.

5. Communicating with parents:

Just as it is important to communicate with parents when things are not going well then the same is true when we are pleased with a student's progress. A text or phone call home is quick to do and is always appreciated by both student and parent. Staff can use a standard department praise letter and should seek to make this a regular part of their routine.

6. Senior Leadership Team:

In the event of 'special' classroom work then staff can send the student with their work and green slip to reception where the student will show their work to a member of SLT and a standard letter will be sent home by that member of SLT expressing their delight at the work seen and an additional 5 house points allocated.

7. "Catching them doing Well":

Members of SLT when they are 'walking the school' can award a 'blue slip' to any student that a member of staff mentions is working well. A letter home is generated from the SLT member and 5 House Points awarded.

8. Assembly:

This is a very important time for celebrating success and rewarding students in front of their peers. Where possible all assemblies should include some element of celebrating success. The final assembly of each half term will be extended to allow for even more elements of celebrating success and rewarding our students.

9. Learning:

Points, prizes and trips are good fun and can help boost students' motivation in school. However, it shouldn't be forgotten that the biggest reward from school that our students can get is the experience of learning new things itself. We should ensure we make reference to this in our teaching.

10. House Prize Giving:

An award ceremony to recognise achievements of individuals and Houses takes place in the summer term, identifying the varied talent and achievements from the year.

The Consequences System

The system of consequences is an assertive discipline strategy which sets clear expectations for staff and students. Article 28 on the UNICEF convention of children's rights states that every child has the right to education and we believe that disruptive behaviour in class or school can prevent other pupils from accessing that right. Our policy therefore, allows for a consistent approach to classroom management and aims to address the areas where students' actions let themselves down, prevent others from learning and present a poor image of the school. These areas include:

- Low level disruption.
- High level disruption.
- Aggressive behaviour.
- Repeated failure to complete homework
- Truancy.
- Punctuality.
- Uniform.
- Foul and abusive language.
- Vandalism and abuse of school equipment.
- Damaging the school environment.
- Smoking or Vaping

It is important that we have an unequivocal discipline policy based on clear expectations and rules and known consequences. The emphasis of the policy is on cause and effect, the responsibility for the consequences lies with the students. It is important that students understand that certain actions or decisions they take will lead to certain consequences. We also recognise that students may display negative behaviours because they are communicating an aspect of their personal life that is causing distress. The school endeavours to nurture these students as well as correcting their poor behaviour.

The management of students around the school is the responsibility of all staff. The consequences will apply both within our classes and outside. It is the responsibility of all staff to ensure they consistently challenge behaviour that is not in line with our school rules and classroom expectations (this includes movement times between lessons and break and lunch time). All consequences will be logged on the Bromcom E Behaviour system.

The Consequence System

- There are nine levels of Consequence.
 - They are applied in sequence at classroom level (1-3)
 - To ensure consistency, operating outside this policy is unacceptable.
1. Formal verbal warning
 2. Exit from class maximum 5 minutes, accompanied by a 30 minute lunchtime detention
 3. Isolation in the Behaviour for Learning Room (accompanied by a full lunchtime and afterschool detention)

Additional Consequences

- Lunchtime detention – 12.45 to 1.15pm
- After school detention – 3.35 – 4.30pm
- Curriculum withdrawal from lesson.
- Internal exclusion.
- Fixed term exclusion.
- Exclusion (permanent).

Who issues the consequences?

- 1 - 3 are applied by the classroom teacher for behaviour concerns within their lesson that are outside the conditions of 'The Learning Promise'.
- Lunchtime detention can be applied as an isolated consequence by any member of staff for behaviour either in class or outside lesson time that is against school rules and expectations.
- After school detention is set when students have received an Isolation during a lesson or have failed to attend a lunchtime detention, or in accordance with the homework system.
- Curriculum withdrawal from lesson is set by the Heads of Faculty in consultation with the relevant Head of School.
- Internal exclusion is set by the Head of School or member of SLT.
- Fixed term exclusion is set by the Head teacher.
- Permanent exclusion is set by the Head teacher.

How they are applied?

1. Formal Verbal Warning

If a student's behaviour is not in line with 'The Learning Promise' the teacher will issue a formal verbal warning. The student should not be in any doubt that it has been issued to them and what it has been issued for. The teacher will use this opportunity if appropriately to remind the class of the conditions in 'The Learning Promise'.

2. Exit

If the student continues to misbehave the teacher will respond by issuing the student with an Exit. This is issued by clearly saying the student's name, issuing the Exit and stating the reason. The student must exit the room at this point to stand outside for a maximum of five minutes (there is no conversation at this time and teaching activity continues).

During the exit period time the teacher will step outside the classroom and have a short discussion with the student and explain why it has come to this point. The student will be reminded clearly what the consequence of further misbehaviour will be i.e. a 'Behaviour for Learning Isolation', which means missing the remainder of that lesson plus two additional lessons, a letter home, as well as a lunchtime and after-school detention.

In keeping with our Right Respecting School status, teachers will remind students on exit that other pupils have a right to learn without interruption (Article 24). Students will then be given an opportunity to contribute to this discussion (Article 12, the 'right for pupil's views to be respected').

There will be an additional discussion at this point with any students issued with an exit card.

These steps are crucial to ensuring that there is minimum disruption to others in the lesson, that the student has 'time out' from the lesson with space to think and that the consequences of further misbehaviour are pointed out and the student given an opportunity to reflect upon this.

3. Behaviour for Learning

If a student has failed to respond to the 1 - Formal Warning and 2 - Exit then they will be issued a 3 - A behaviour for Learning sanction and sent to the Behaviour for Learning (BfL) Room for that lesson, plus two additional lessons. They will be placed in the next lunchtime detention, and an automatic text or letter will be sent home to inform parents of the sanction.

Students will take part in a referral and exit interview during this isolation. It is each pupil's responsibility to check in to the Behaviour for Learning room the next day, if required to do so. Failure to meet the expectations set down by the member of staff on duty in the BfL room may result in a fixed term exclusion.

Lunchtime Detention

School detention will take place every day during lunchtime. It will be logged on E Behaviour. All staff have the authority to issue a lunchtime detention. If staff are not sure about issuing a lunchtime detention they should speak to the HOD/HOS. The 1 – 3 procedure deals with the build-up of disruptive behaviour in class. However, there are some situations that will require the issuing of an automatic lunchtime detention:

- Swearing (loud enough to hear, loud enough to sanction).
- More than two minutes late to lesson without an appropriate reason.
- Later than 8.40am without a valid reason or note.
- When a mobile phone is confiscated.
- Failure to register with tutor or reception on arrival at school.
- Dangerous Behaviour (physical or aggressive to another student).
- Vandalism of school equipment.
- Ignoring any of the 'rules around school' including no running indoors, no going off site without permission, no dropping litter, no ball games indoors, no eating indoors, no I Pods etc.

For minor misdemeanours, staff can set, and manage, their own break or lunchtime detentions, should they choose to do so. These will not be logged on e-behaviour however.

If a student fails to attend a lunchtime detention then they will be placed in BFL for one hour before lunchtime on the next school day. They will then re-sit the lunchtime detention the next day.

After School Detentions

If a student persistently fails to follow staff instructions in lessons, break-times, detentions or BFL then he or she may be issued with an after-school detention by a member of staff. After-school detentions take place from 3:30pm to 4:30pm. Parents will be notified of after-school detentions at least 24 hours in advance, by email, text message or phone call.

Curriculum Withdrawal from Lesson

If a student has been issued with a Subject Removal on 3 occasions from a curriculum area per term, then they will be placed in curriculum withdrawal within the Inclusion Centre for lessons within this subject for a fixed period (normally six lessons) agreed between the Head of Department and the Inclusion Manager. Subject teachers and HOF should monitor the number of Subject Removals issued as there will be no central notification. Work will be made available by the normal classroom for this student during this time. During this time the inclusion team will work with the students using a variety of techniques, including nurturing principles. At this stage, other intervention strategies may be employed by the HOS and

teacher to help modify behaviour. Re-introduction to the lesson will follow a meeting between the subject tutor, the head of school and the pupil. Parents/Carers will also be invited to this meeting.

Internal Exclusion

This will be issued by the HOS or member of SLT where a student is in serious breach of school rules and expectations. This includes being caught smoking or vaping on site. It may be the case that the student's behaviour is a problem across the school or that there has been a more serious isolated incident. The student will spend a period isolated from normal school life (no break or lunch with the main school population). Work will be made available by departments. Students repeatedly refusing to wear the correct uniform or jewellery will also spend their time in the Behaviour for Learning room until the school rules are followed.

Fixed Term Exclusion

There may be occasions where students need to be excluded for a fixed term for incidents of a serious nature or where the continued use of an internal exclusion has not brought about an improvement in behaviour. Students caught smoking or vaping for a second or subsequent time will be subject to a fixed term exclusion.

Exclusion (Permanent)

The Head teacher may, on some occasions, be required to recommend a permanent exclusion for consideration by the governing body of the school.

Senior Leadership Team Response

Whilst it is normally the case that members of staff deal with their own discipline responses in this system there are occasions where support from senior colleagues is required immediately. The 'Alert' should be raised if:

- Student refuses to leave the room where an Exit or Behaviour for Learning Isolation has been issued.
- A student swears directly at a member of staff.
- Aggressive or threatening behaviour towards a member of staff or other students.
- A physical assault takes place.

TRUANCY PROCEDURE

Truancy slips are available from the staff room for staff without access to Bromcom.