



## POLICY DOCUMENT FRONTPAGE

**POLICY NAME:** Behaviour *for* Learning Policy

**DATE ADOPTED:** May 2017

**DATE GOVERNORS AGREED POLICY:** May 2017

**REVIEW PERIOD:** Annually

**REVIEW RECORD:** Currently Under Review

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## **BEHAVIOUR FOR LEARNING POLICY**

(Student Discipline)

### **Purpose**

The school is committed to providing an environment where everyone can feel safe, happy, accepted and integrated. Our behaviour management system, called Behaviour *for* Learning, provides a clear framework which enables effective learning and teaching to take place. The school acknowledges that it is educating young citizens and therefore encourages them to develop skills which will allow them to make a positive contribution to their community in the near future.

The behaviour for learning policy applies at any time that a student is in school or elsewhere under the charge of a member of staff, such as on school visits. In addition, the school may apply the behaviour for learning policy for incidents in the immediate vicinity of the school where a student is identifiable as from Alec Hunter Academy. These incidents may have been witnessed by a member of staff or reported to the school by someone else.

The policy will:

- Promote self-discipline and proper regard for authority among students
- Encourage positive behaviour and respect for others
- Ensure high expectations and standards of behaviour
- Ensure that staff are fair and consistent

Students will be encouraged to:

- Respect others' feelings, opinions, cultures, limitations, and individuality
- Respect themselves and have pride in their achievements, standards of behaviour and dress and desire to be 'the best they can be'.
- Respect their environment, the school and community
- Respect the part that they can play in the local, national and global future

### **Other related policies and documents:**

School documents: Drugs / illegal substances, Teaching and Learning, Equality, Home School Agreement, Anti-bullying policy, Mobile Phone policy, Uniform policy, Safeguarding policy and the Behaviour and Rewards ladders.

Other documents: Use of reasonable force (DFE July '13), Searching and confiscation (DFE Jan 18), Equality Act 2010, Behaviour and Discipline in Schools (DFE January 2016), Keeping children safe in education (DFE September 2018) and Sexual violence and sexual harassment between children in schools and colleges (DFE May 2018).

### **Roles and responsibilities:**

**The Headteacher** is responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. The Headteacher will ensure appropriate training and support and that the statutory guidelines regarding exclusions are applied.

**Teachers and support staff** will be expected to draw on the following principles of good practice:

- setting good habits early in order to help students establish regular punctual attendance and good behaviour from the start, involving parents in the process
- early identification with prompt intervention where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- rewarding achievements through positive recognition of individual students', classes' or year groups' achievements in good attendance and behaviour, and through mentions in assembly, certificates or prizes
- supporting behaviour management by employing our traffic light system, peer mentoring and buddying to help improve and maintain high standards of behaviour and discipline
- identifying underlying causes of poor behaviour so that support may be provided to address poor behaviour effectively
- family support via our Home School Liaison Officer may help parents support their own children with school work and our counselling and therapeutic services may help support our students who require this kind of intervention.

**Teachers** should make every effort to solve any discipline problems themselves as they arise. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Further guidance is given in the procedures section.

**Students** are informed before they start at the school and receive regular reminders via assembly and in tutorial time, of the expectations of students both in and out of lessons.

**Parents** are encouraged to support good attendance and behaviour through adhering to the home-school agreement, attending parents' meetings, and reinforcing the school's expectations by upholding similar standards at home.

**The Governing Body** will support the policy by attending re-admission meetings if requested, supporting students on Pastoral Support Programmes and challenging staff responsible for behaviour and attendance via monitoring visits.

### **Rewards**

We believe that praise should be sincere, appropriate and reinforce positive attendance, behaviour and work. Praise motivates, raises self-esteem and self-belief.

We reward all positive behaviours, including:

- Good progress
- Good sustained effort
- Good achievement and attainment
- Good attendance
- Improvement in subject performance
- Positive contributions to the community

- Good leadership
- Being a good ambassador for the school

It is important that students are recognised when behaving and achieving well. The following should be considered to acknowledge this: oral praise, written comments on individual pieces of work, PROUD points, recording of positive comment in organiser, card/letter home, telephone call home to parent, publicise in assembly, on our website and in the Herald. Students can also be rewarded with 'Rewards Trips'.

In Year 11, the School Prom is held in the summer term to celebrate 5 years of working together and to reward positive behaviour throughout Year 11.

Celebration Assemblies are held twice yearly and Awards Evenings annually. Students can achieve the following certificates and prizes either through this or the regular weekly assemblies:

- 100% attendance
- Most Improved
- Best Attending Tutor Group
- Students of the Week
- Subject Prizes
- Students who have exceeded expected levels of progress
- Golden tickets – for using the bins and avoiding littering
- Extra Mile – for contribution to school life
- Attitude to learning certificates
- Proud points
- Headteacher award

### **Sanctions**

Sanctions are only effective if used proportionately, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students.

When students fail to meet the expectations of the school, the following sanctions can be applied:

- Traffic light warnings in lessons
- Lunchtime detention
- Phone call home
- 30 minute after school detention
- 60 minute after school detention
- Saturday detention
- Internal exclusion
- Fixed term exclusion
- Reporting system
- IBPs/PSPs
- Permanent exclusion

### **Practice and procedures**

#### **General**

**Teachers** are expected to deal with the following in the first instance:

- Attendance and punctuality, equipment, organisation of work, monitoring of effort and achievement, monitoring of homework, chewing in class, removal of outdoor clothing, manners, litter/care for the environment, bad language, misuse of mobile phones
- Students displaying poor behaviour that disrupts the education of peers, does not allow the teacher to teach, or undermines the calm respectful ethos of the school. Persistent offenders may be referred to a colleague or leader.

All staff should refer students to their immediate **line manager**, who will then refer the matter to a senior leader for the following behaviour: use of obscene/offensive language directed at a member of staff including racist language, an assault on a member of staff, an assault on another student, fights between students, theft, vandalism, smoking/drug/alcohol abuse, and suspected possession of a weapon. Inappropriate sexually related incidents, such as sexually harassing other students, should be referred to the safeguarding lead or deputy. If referring an incident, the 'serious incident' form should be completed on SIMS. Statements and other relevant evidence must be collated by the teacher and/or line manager as soon as possible and preferably prior to Leadership Group involvement.

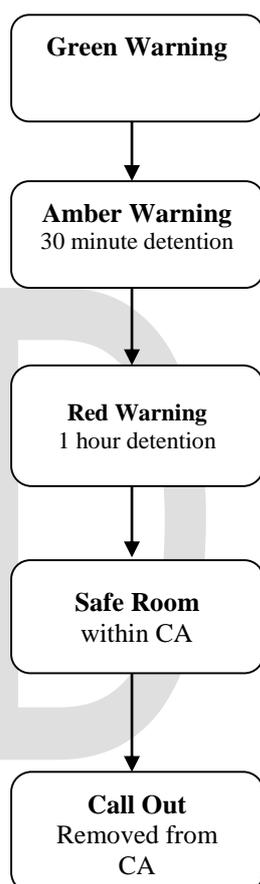
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## Practice and procedures Curriculum

### Behaviour *for* Learning: - In class

Behaviour *for* Learning is based on a system of clear warnings. All staff apply the Behaviour *for* Learning strategy consistently and this remains one of its unique strengths. The traffic light approach is used to show clearly how the warnings escalate.

Prior to consequences being initiated, staff might use verbal or non-verbal signals to encourage a student to modify their behaviour. Should the behaviour continue the following actions should be taken:



**Green warning:** This is the first formal warning. The warning will tell the student what they are doing wrong and what might happen next. Time to modify behaviour is to be given. The warning is recorded by the teacher on paper or a mini-whiteboard. If this is the last warning the student gets, it will be recorded on SIMS.

**Amber warning:** This is the second warning. Students will be informed of what they have done wrong and the warning is recorded by the teacher on paper or a mini-whiteboard. If this is the last warning the student gets, it will be recorded on SIMS with details recorded in the comment box and a 30 minute after school detention will be set.

If a student is on Amber report or above, the member of staff may choose to remove the student to the curriculum area safe room. This is with a view to ensuring that the learning of the majority is not repeatedly disrupted by a minority of poorly behaved students.

**Red warning:** Student is told they have a 'Red' warning and the reasons why; this warning is recorded on SIMS with details given in the comments box and an hour's detention is given.

It is the responsibility of the student to record their detention in their organisers. Parents will be informed of the detention by e-mail and text via the 'in touch' system. However, the school does NOT require parental consent for detentions.

**Curriculum Area:** If the student still fails to co-operate, they are sent to the area safe room for the remainder of the lesson. It is advisable to send a reliable student to accompany them. If a student does not follow this instruction a senior/middle leader can be called to remove them by using the alert button on SIMS.

**Call out:** Should a student fail to settle in the safe room or refuse to co-operate with the member of staff in charge of the safe room, the student is warned that a senior leader/middle leader will be called. The senior/middle leader 'On Call' will only assist with the immediate situation; they may choose to remove the student or facilitate a return to the lesson. A 'serious incident' report will need completing on SIMS by the class

teacher and a more serious sanction may be given following this. Staff are expected to follow up using agreed strategies and procedures and if support is needed with this, staff should seek assistance from the HoCA or lead teacher in that curriculum area. A record of the use of 'On Call' will be kept by the main office.

It is important that students have a fresh start each lesson. Previous poor behaviour should not be referred to when issuing warnings. Students may be placed in the corridor as a short term measure especially if they have a 'time out' card, to address unsettled behaviour, but the intention should be to return the student to the lesson as quickly as possible.

### **Homework Offences**

If a student fails to meet a homework deadline they must be formally warned. The class teacher needs to record this on SIMS and set a 30 minute detention for students in KS3 and a 60 minute detention for students in KS4, usually for the next day. Students need to record the detention in their organiser. If the homework is submitted by break time of the day of the detention, the detention will be withdrawn. Failure to attend this detention will result in the next level of detention being given.

Further details can be found on the 'Homework Sanctions' flowchart and in the Homework Policy.

### **Practice and procedures Curriculum and tutorial time**

Each student must carry a **responsibility card**, renewed each half term, which has 6 spaces for staff to record any uniform, equipment or standards infringements. If a student is late to a lesson or tutorial, they will also have their responsibility card signed.

Should a member of staff complete the 6<sup>th</sup> box, a 30 minute **responsibility card** detention will be issued. If the same misdemeanour has been repeated three or more times, a 60 minute **responsibility card** detention will be issued. If a student does not have their responsibility card they should be issued with a 30 minute detention and sent to the office to receive a new card. The member of staff giving the detention need to enter the incident and detention on SIMS and write these details in the responsibility card.

### **Practice and procedures Outside of curriculum and tutorial time**

#### **Lateness**

If a student arrives in school after 08.40 but before the 08.45 bell, they will be issued with a break detention. If they receive three break detentions in the same week, they will be issued with a 60 minute after school detention in addition to the break detentions. Further sanctions are given for even later arrivals and the student must register at the main office.

Persistent lateness will result in the student being put on a punctuality report and parents notified.

#### **Incidents in social time**

Students lose their social times if behaviour out of lessons is unacceptable. This avoids the loss of any learning time. This is a time to reflect on their behaviour and for offences such as being equipped to smoke, students may be asked to complete a research project during this time, based on the offence they have committed. Students should be entered for lunch time detentions on SIMS with details of why they have been placed in the detention. Student Support Leaders supervise break time and senior leaders supervise lunchtime detentions. If students' behaviour is unacceptable in a lunch time detention, they will be set a Saturday detention and repeat the lunchtime detention.

## **Practice and procedures**

### **Referral for more serious sanctions**

Disciplinary action will be taken against students who make malicious accusations against a member of the school's staff. Any accusation will be referred to senior leaders for investigation and a decision will be made on an appropriate sanction based on the circumstances and the nature of the incident.

A **Saturday detention** may be issued for more serious offences or for repeated poor behaviour; only LG can refer students' to a Saturday detention. Parents will receive at least two days' notice of a Saturday detention and this will be emailed to parents. If there are family commitments that make attendance difficult, parents will be asked to contact the school to discuss this so that the detention can be rescheduled. Students must arrive by 10am in full school uniform and will work for two hours. If the parent/carer is unable to support the school's use of Saturday morning detentions, the alternative sanction is a day in the isolation room. Saturday detentions can be issued for situations such as, failing to co operate with staff, disruptive behaviour, persistent lateness or failure to attend a 60 minute after school detention. **Students who walk away from staff without permission should be referred to the relevant line manager for a Saturday detention.**

**Internal Exclusion.** Students who are disrupting the learning of other students or behaving in anti-social ways may be isolated for a period of time. This means that they will not attend lessons but will work under the supervision of a member of staff. They also forfeit social time at break and lunchtime and stay behind until 4.10pm. Students who fail to co-operate in isolation will be excluded from school and parents will be required to attend a readmission meeting followed by a repeat of the day in Internal Exclusion. Students may be internally isolated if they fail to attend a Saturday detention. This sanction may also be used where there is a safety issue, for example in the case of a fight. This sanction may also be used for uniform infringements, for example unacceptable haircuts. In these cases, students will be placed in Internal Exclusion for one day followed by loss of social time for subsequent days until the uniform infringement can be rectified. Only senior leaders may refer students for internal isolation. As students are working in school in the internal exclusion room there is no necessity to contact parents before the sanction but parents will be informed of the internal exclusion to allow them to reinforce the message at home and to notify them of the after school detention that is included as part of the sanction. Student Support Leaders will work with students during their day in Internal Exclusion on the behaviours exhibited which resulted in them receiving the sanction.

All detentions will be recorded on a central database and will be analysed regularly by the Data Manager, reports being given to all Leadership Group, Pastoral Teams and Governors via the Headteacher's Report to Governors on a termly basis. Parents will be asked to attend a meeting if their son or daughter is a persistent offender.

### **Exclusions**

Exclusions are extremely serious and will be recorded on students' files and references. Exclusions can only be agreed by the Headteacher or Deputy Headteacher when the Headteacher is not available. For some serious offences such as arson or setting fire, behaviour which endangers others, assaulting a member of staff or threatening to do so (not an exhaustive list) a permanent exclusion for a first offence would be appropriate.

Examples of offences for which students may be excluded are given in the following list, though these aren't exhaustive:

- Acts of physical and verbal abuse

- Arson or setting fire
- Smoking or being equipped to smoke, including electronic cigarettes or anything which mimics smoking
- Bullying or intimidation
- Vandalism
- Behaviour which endangers others
- Persistent refusal to follow instructions and obey school expectations
- Persistently encroaching on the rights of others e.g. the right to learn or teach

Parents will be informed of an exclusion by telephone if possible and by letter. Students will be provided with work to do and a copy of the letter will be posted and where possible emailed as well. Parents will be required to attend a re-admission interview with their son or daughter. At this interview the student's behaviour and support, if appropriate, will be discussed. Following exclusion the student will then go on report to a senior leader. The student must not be outside or near the school during an exclusion, particularly at the end of the school day. Parents / carers can be fined if the student is outside or near the school during school hours.

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### **The Reporting System:**

The reporting system at Alec Hunter Academy has been created to support the whole community of the school, students, staff and parents; it is only right that all are involved in the process. Report cards are a way of giving responsibility for conduct and behaviour to students. They are often used after a serious incident to help the student settle back into lessons smoothly. In some cases a student may be noted to be developing bad habits or poor behaviour. Starting a student on a white report gives them the opportunity to modify their behaviour without serious consequences.

### **Reports**

The purpose of Monitoring Reports is to monitor the work and/or behaviour of students within lessons.

- Reports are usually reviewed every two weeks
- Reports go in traffic light colours after the initial White Report i.e. Green, Amber and Red, Red being the most serious.
- When a student is successful on report for two weeks they can then move down the colours
- When a student is not making satisfactory progress or not adhering to expectations on report, they are moved up the colours of report
- When a student returns from exclusion, they will automatically go on to a minimum of an 'amber' report with one of the leadership group. If they were already on amber, then this may be escalated to one of the higher reports (red report, IBP or PSP).

### **Staff roles:**

- Staff issuing Report Cards must supply targets on the card for the student and inform the student of the expectations of being on the card which includes showing the card to the issuing member of staff every evening before going home. It can help students if the staff member indicates where they are likely to be found. Staff should also say what should be done if the issuing member of staff cannot be located.
- Subject staff need to be given the report card at the start of the lesson and to complete the report at the end of the lesson paying attention to the targets set on the report.
- Staff need to explain to the student the importance of not losing the card or getting an 'Unsatisfactory' on it, and the likely consequence of doing so.
- Students Support Leaders will inform parents when a student is placed on report and/or when there is movement from one coloured report to another.

### **Student role:**

- To provide the report card at the start of the lesson for the teacher
- Carry the card between lesson and not lose the card
- Present it to their parents each evening
- Have the card signed by the issuing teacher each evening

### **Parent Role:**

- To sign the report card each evening and praise the child when good progress is being made
- To attend meetings to discuss the progress on report

### **Office Staff:**

- To inform staff via the bulletin of who is on report

### **Support strategies**

*Examples of further strategies not an exhaustive list:*

- Attitude to Learning reports (completed by teaching staff on SIMS).
- Target card
- HoCA's may remove students from classes to work with other members of staff within the subject area for a short period of time.
- BIGs (Behaviour Improvement Goals)
- School Stages of Behaviour (IBP/PSP)
- Changes of tutor/teaching groups
- Time Out card
- Peer support
- Key worker / mentor
- LG mentor
- Formalised parental involvement
- Social Inclusion Group (SIG)
- Shed referral for programs such as Anger management, Escape from exclusion or for counselling.
- Alternative curriculum
- Alternative education
- Extended work experience
- Home School Liaison Officer involvement
- Short term placement in another school
- HAPS referral
- EWMHS referral
- EP involvement
- GP or school doctor / nurse
- Safer Schools / Community Police
- Youth Offending Team
- Social Care referral
- Family Solutions referral
- Kids Inspire referral
- Coaching

### Specific Details for Report Cards

	ACTION BY	STUDENT CHOICES WHILST ON REPORT	ACTION IF STUDENT IMPROVES	ACTION IF STUDENT FAILS TO IMPROVE
WHITE	Form Tutor	<ul style="list-style-type: none"> <li>• Loss of card means - student is given a single warning and a detention if there is a repeat</li> <li>• Student gets unacceptable during the day or fails to get report signed - a <b>break or lunch detention</b> is given.</li> </ul>	<ul style="list-style-type: none"> <li>• Form Tutor informs parent if student is off report.</li> <li>• Report placed on student file.</li> </ul>	<ul style="list-style-type: none"> <li>• Form Tutor discusses student with PSL/SSL.</li> <li>• Student moves up to GREEN report.</li> <li>• Parents informed by SSL.</li> </ul>

GREEN	PSL /SSL	<ul style="list-style-type: none"> <li>Loss of card - student is given a single warning and a detention is given for a repeat.</li> <li>If a student gets at least one unsatisfactory element during a lesson or fails to get report signed - a <b>30 min detention</b> is given for each lesson and will be booked via SIMS.</li> <li>The first hour of any time owed will be in the main detentions and additional time will be arranged with the supervising member of staff at their discretion.</li> </ul>	<ul style="list-style-type: none"> <li>PSL/SSL informs parents.</li> <li>Report placed on student file.</li> <li>Student moves back to WHITE report.</li> </ul>	<ul style="list-style-type: none"> <li>PSL discusses student with Assistant Head teacher</li> <li>Student moves up to AMBER report.</li> <li>PSL/SSL contacts parents</li> </ul>
AMBER	ASSISTANT HEADTEACHER	<ul style="list-style-type: none"> <li>Loss of card - student is detained for <b>30 mins</b> and this is set via SIMS.</li> <li>If a student gets at least one unsatisfactory element during a lesson or fails to get report signed - a <b>30 min detention</b> is given for each lesson and will be booked via SIMS.</li> <li>Students who have returned from exclusion go straight on this report.</li> <li>The first hour of any time owed will be in the main detentions and additional time will be arranged with the supervising member of staff at their discretion.</li> </ul>	<ul style="list-style-type: none"> <li>AHT informs parents that student has responded well and will move back to GREEN Report.</li> <li>Report placed on student file.</li> </ul>	<ul style="list-style-type: none"> <li>AHT discusses student with HT/ DHT</li> <li>Student can: <ul style="list-style-type: none"> <li>– move up to RED report</li> <li>– be referred for a PSP</li> <li>– be considered for Governor Review</li> </ul> </li> <li>AHT contacts parents</li> </ul>
RED	HEADTEACHER OR DEPUTY HEADTEACHER	<ul style="list-style-type: none"> <li>Loss of card - student is detained for <b>1 hour</b> and this is set via SIMS.</li> <li>If a student gets at least one unsatisfactory element during a lesson or fails to get report signed - a <b>1 hour detention</b> is given for each lesson and will be booked via SIMS.</li> <li>The first hour of any time owed will be in the main detentions and additional time will be arranged with the supervising member of staff at their discretion.</li> </ul>	<ul style="list-style-type: none"> <li>HT / DHT inform parents that student has responded well and will move back to AMBER Report.</li> <li>Report placed on student file.</li> </ul>	<ul style="list-style-type: none"> <li>HT/DHT decides that the student should be: <ul style="list-style-type: none"> <li>• RED report for a further period</li> <li>• Be referred for a PSP</li> <li>• Fixed Term Exclusion</li> <li>• Be considered for Governor Review</li> <li>• Parents interviewed by Governors</li> <li>• Permanently excluded</li> <li>• HT/DHT contacts parents</li> </ul> </li> </ul>

### Repeat offenders:

The leadership group will discuss and review student behaviour regularly and identify students at risk of permanent exclusion.

A meeting will be arranged, parents and students will be invited. At the meeting, strategies already tried will be reviewed and a programme for improvement will be agreed with dates for a further review.

Students may be placed on the school's internal stages of behaviour, Individual Behaviour Plan (IBP) or Pastoral Support Programme (PSP). The school follows a protocol with IBP/PSPs.

### IBP (8 week plan)

An initial meeting sets targets based on staff responses to a BIGs questionnaire and a discussion between the student, parent/carer and Assistant Headteacher. Bespoke support is offered to help the student improve their behaviour. All students on IBPs are offered appropriate support such as counselling and anger management. Fortnightly phone calls or meetings are made to discuss progress, adjust support and revisit targets. Should a student be unsuccessful then a PSP will follow.

### PSP (16 week plan)

A supportive Governor is appointed and an initial meeting sets targets based on staff responses to a BIGs questionnaire and a discussion between the student, parent/carer, Governor and Assistant Headteacher. Bespoke support is offered to help the student improve their behaviour. All students on

PSPs are offered appropriate support such as counselling and anger management. Fortnightly meetings are held to monitor progress, adjust support and revisit targets. The Governor is present at week one, eight and the final meeting. Should a student be unsuccessful then a managed move, referral to Heybridge Co-operative Academy or permanent exclusion may follow.

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