



Academy @ Worden

BEHAVIOUR FOR LEARNING POLICY

***A POSITIVE DISCIPLINE POLICY ENCOURAGING AND
SUPPORTING THE RIGHT TO LEARN AND THE RIGHT TO TEACH***

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L Wood

BEHAVIOUR FOR LEARNING

Academy@Worden supports the right of every child to be able to achieve his or her potential and the Behaviour for Learning Policy plays an integral part in helping each child to do this. It is a statement that emphasises the school's aim to create a positive, motivated environment in which every child has the right to learn and develop academically, culturally and socially. Equally, it allows every teacher to teach and to promote the good practice that encourages individual learning and development.

This policy takes into account the five outcomes of the Every Child Matters agenda, namely:

- keeping every child **safe** from bullying, harassment and discrimination.
- encouraging every child **to value and enjoy education to help him or her to achieve** and to appreciate that **education is the key to success in later life.**
- ensuring that every pupil **attends school regularly** and is able to **have a voice and contribute positively to school life.**
- promoting **positive behaviour and relationships** and the right of every child **to develop an active and healthy lifestyle.**

To this end **Academy@Worden's policy aims to** create a climate in which pupils' self-esteem is raised and misbehaviour becomes a less attractive way of obtaining attention so that the school can:

- ❖ **Ensure that each pupil has the opportunity to achieve their highest academic standard.**
- ❖ **Ensure that each pupil achieves his or her full potential across a balanced academic, cultural and social curriculum.**
- ❖ **Create a school in which staff, pupils and parents share a positive attitude towards learning.**
- ❖ **Encourage every pupil to take responsibility for their behaviour and achievement and to respect the right of others to learn.**
- ❖ **Recognise, celebrate and encourage diversity.**
- ❖ **Create a school in which all pupils and staff feel valued, supported and fulfilled.**
- ❖ **Create a strong school community through positive behaviour which shares a sense of pride in the school and its wider community.**

Aims of the policy:

- To create an environment where the ethos of good attendance and good behaviour is the norm.
- To ensure that effective teaching and learning can take place in a safe and well ordered environment.
- To promote positive behaviour and consistency of practice to reinforce awareness of the school's expectations of high standards of behaviour.
- To create an atmosphere of mutual respect and co-operation.
- To gain the support of pupils, teachers, non-teaching staff and parents.

Principles

The governing Body of Academy@Worden believe that good behaviour in all aspects of school life is essential for effective teaching and learning to take place and for the school to continue to raise standards. It supports a safe, caring and learning environment in the school by:

- Promoting regular attendance, positive behaviour and discipline within the school.
- Promoting self-esteem and self-discipline.
- Expecting proper regard for authority and positive relationships based upon a mutual respect.
- Promoting early intervention and fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Providing a safe environment for all free from disruption, violence, bullying and any form of harassment or discrimination.
- Ensuring that all pupils receive their entitlement to an inclusive education service where each individual's needs are met.
- Encourage a positive relationship with parents and carers to develop a shared approach and involvement in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

- a. The **Governing Body**, in consultation with the Headteacher, staff and parents/carers will support the policy for the promotion of good behaviour and learning and keep it under review. It will also ensure that it is communicated to all staff, pupils' parents and carers, is non-discriminatory and that its expectations are clear. The Governors will support the school in maintaining high standards of behaviour.
- b. The **Headteacher**, with the support of the Senior Leadership Team (SLT) responsible for behaviour, will be responsible for implementing the policy and for its day to day management and the management of relevant procedures. It is also the responsibility of the Headteacher and SLT to support staff faced with challenging behaviour.
- c. **All staff**, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed and applied consistently and fairly. It is important that mutual support is given in the implementation of the policy and that staff teach self-discipline and good behaviour by example and by making the school's expectations clear to all pupils. All staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They must also create, with the support of the Headteacher and SLT, a stimulating and high quality learning environment.
- d. The **Governing Body, Headteacher and staff** will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- e. **Parents and carers** are expected to take responsibility for the behaviour of their child inside and outside school. They will be encouraged to work in partnership with the school and to assist the school in maintaining high standards of behaviour. They will have the opportunity to raise with the school any issues arising from the implementation of the policy and procedures.
- f. **Pupils** will be expected to take personal responsibility for their choices and behaviour and they will be made fully aware of the school policy, procedures and expectations of them. Pupils must also ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the appropriate staff.

Code of Conduct inside and outside the classroom

This Code of Conduct is intended to encourage pupils to develop responsibility for their own behaviour both inside and outside the classroom and it can be applied to an infinite number of situations.

GENERAL BEHAVIOUR

We are a school that values:

Community, Achievement, Respect, Responsibility and Effort

We expect every pupil to:

- Attend regularly and to be punctual.
- Be well behaved, polite and respectful towards others both in school and as ambassadors of the school when outside it so that pupils enhance its reputation at every opportunity.
- Wear the correct school uniform and to be tidy in appearance.
- Arrive at lessons properly equipped and on time.
- Enter and leave rooms in an orderly manner.
- Remain seated until asked to move.
- Try and to always work to the best of their individual ability.
- Not call out in lessons but to wait for acknowledgement from the teacher before answering or speaking.
- Listen to and follow instructions when given to them.
- Respect their right and the right of others to learn and the right of staff to teach effectively.
- Complete homework properly and on time.
- Make the most of opportunities offered by the school.
- Contribute fully to school life.
- Respect the school environment e.g. classrooms, corridors and grounds and to keep the school free from litter.
- Not bring items into school which can cause damage to school buildings, personal property and members of the school. These include fireworks, chewing gum, glass bottles, penknives, blades, cigarette lighters and laser pens.
- Only bring small amounts of essential money into school. If a large amount is brought into school a member of staff will be asked to look after it.
- Not bring into school any alcohol, tobacco products or substances harmful to health. There will be serious consequences of doing so.

NOTE- Academy@Worden adopts Lancashire County Council policy on Searching and Screening. The Head can direct staff to search pupils without parental permission for banned items that have been known or believed to be brought into school. The Head can also direct staff to search pupils and their bags if deemed necessary. School will dispose of these banned items as it so wishes.

- Regard any form of bullying as unacceptable and to support this view.

These expectations must also be applied to behaviour on school buses, trips and other activities.

REWARDS

This is a positive Behaviour and Discipline Policy resulting in appropriate behaviour being encouraged, celebrated and rewarded. It is therefore essential that praise and rewards have considerable emphasis within the school and that pupils receive recognition for their positive behaviour, achievement and contribution to school life. It can include good academic work and effort, good behaviour and attendance, help and support to others and contribution to other aspects of school life.

In the classroom, staff will apply this 'Positive Discipline Policy' at all times so that **all** pupils' achievements are recognised and rewarded accordingly. By **consistently applying** this policy it is expected that good standards of behaviour will be encouraged and developed by pupils.

Informal Rewards

These should be used as often as possible both for and to encourage good behaviour, good attendance, effort, academic and social achievement and to develop self-esteem:

- Verbal praise and encouragement should be a key feature in lessons, form periods and in assemblies. It is important that this is used as much as possible.
- Comments on work should also be a regular feature offering praise, encouragement and appropriate advice and guidance for further improvement.
- The Headteacher or other members of SLT should be invited to praise individuals, groups or classes and be invited into classrooms as appropriate.
- Pupils' work should be displayed.
- Postcards or texts/letters home to parents or carers.
- Stickers.
- Departmental awards.

Formal Rewards

- Merits including the merit reward every pupil will receive for appropriate behaviour subject lessons.
- Attendance Certificates for consistent or improved attendance.
- Attendance notified to parents and carers via reports.
- Certificates. Any merits received will contribute towards Bronze, Silver and Gold Certificates.
- Merit Cash in prizes end of term
- Non-uniform days
- Headteacher Awards.
- Sport Awards.
- Participation in end of term trips and extra-curricular activities etc.
- Termly Presentation assemblies.



The R System

The R system means that merits are consistent around school and good work leads to rewards which are deserved.

The R system is to run alongside the C system both in and out of the classroom. If you receive a C1 in a lesson you get the chance to redeem yourself and climb the 'R' ladder. However, a C2 or more in a lesson means you cannot access the R system as you have already had a pre-advanced merit.

<p>R1 = Good Learner</p>	<p>Pupils acquire knowledge, understanding and skills of the subject taught. Pupils acquire skills in reading and writing, communication and maths (RWCM) and apply them to their work. Pupils work hard and want to improve their progress during the lesson. Pupils respond promptly to the teacher's expectations and pupils are engaged in learning. Pupils display positive attitudes to teachers' expectations, learning and respect each others' needs and interests, within the subject. <i>HEAT task deadline met.</i></p>
<p>R2 = Excellent Learner</p>	<p>Pupils completing work all work set to a high standard. Pupils have secure knowledge and understanding of the subject. Pupils develop and apply a wide range of skills, including reading and writing, communication and maths (RWCM). Pupils learn well and listen to all instructions. Pupils are self motivated to participate in lessons. Pupils excel and show enthusiasm throughout the lesson, managing their own behaviour. <i>Heat task deadline met and of a good standard.</i></p>
<p>R3 = Outstanding Learner</p>	<p>Pupils learn exceptionally well, acquire knowledge quickly and in depth. Pupils develop and apply a wide range of skills 'to great effect', including reading and writing, communication and maths (RWCM). Pupils make rapid and sustained progress throughout the lesson. Pupils learn exceptionally well across the subject area. Pupils show high levels of engagement, interest, resilience, confidence and independence during the lesson. Pupils 'make every effort' to ensure that others learn and thrive in lesson. <i>Heat task deadline met, pupils achieves over their target grade or good progress made by the pupil.</i></p>
<p>R4 =Leading Learner</p>	<p><u>R4 can only be achieved by going above and beyond</u></p> <p>R4s will be awarded <u>inside the classroom</u> as a leading learner. You will need to take responsibility as a leader to engage others and ensure they also progress during the lesson.</p> <p>R4s will be awarded <u>outside of the classroom</u> by representing school in a competition, and/or help out in school events such as open evening, parents evening, school council, RRSA, peer mentoring and representing the school in the community.</p>
<p>R5  = Gold Standard</p>	<p><u>R5 is the highest academic achievement.</u></p> <p>These will be given out on special circumstances for those pupils who excel themselves in every way. For example; not getting on the consequence system for a whole term, 100% attendance, exceptional performance, competition winner etc...</p>

IN THE CLASSROOM

The Positive Discipline Policy will be the Code of Conduct for the classroom

Basic Principles: All pupils have the right to learn without disruption.
All teachers have the right to teach without disruption.

Pupils have the right:

- To expect a positive learning environment in which their achievements are recognised and rewarded.
- To have the correct level of help from all staff, including clear guidelines for their behaviour and the prevention of being bullied by others.
- To choose how to behave and to know and understand the consequences of not following the behaviour code.

All staff have the right:

- To create a safe and positive learning environment for all pupils.
- To have expectations of appropriate behaviour that is explained clearly to the pupils so that they can meet these expectations. This will allow a positive social and educational environment to develop in which all pupils can learn and achieve.
- To receive appropriate levels of support from parents, carers and the Head teacher so that they can do their job effectively and to the best of their ability.

Pupils need to learn the consequences of their choices and actions and recognise that they are responsible for them. Just as doing something well should gain a reward, doing something wrong should carry a punishment.

The following rules make a basic code of conduct for each lesson:

1. **Arrive on time and enter and leave the room quietly.**
2. **Remain in your place until asked to move.**
3. **Come properly equipped for each lesson.**
4. **Listen to and follow instructions given.**
5. **Indicate that you wish to answer or speak and wait to be acknowledged by the teacher before doing so.**
6. **Treat others, their work and all property with respect.**

NB. If rule 3 is broken in a subject where this will mean that the pupil cannot participate in the lesson, e.g. no PE kit or ingredients for Food Technology etc, this will automatically result in C4 unless there is a parental letter of explanation.

Staff will verbally make their expectations clear to all pupils in lessons and employ various normal behaviour management strategies to control pupils' behaviour during the lesson before resorting to the sanctions or **consequences** for misbehaviour. It is essential that an individual pupil is verbally warned about inappropriate behaviour, that it is explained what is expected of them and that the pupil is given time to remedy their behaviour before using the **consequences for misbehaviour**. Failure to meet expectations after this will lead to:

Consequences for classroom misbehaviour

C1= Verbal Warning	Name on the board and loss of reward. No name can be removed from the board or the reward re-instated.
C2= Second Verbal Warning	Name on the board. The pupil will be encouraged to think about their behaviour and meet expectations set by the teacher.
C3a/C3b= Subject Detention	Name on the board for continued misbehaviour this will lead to a C3 which automatically triggers a 10 minute subject detention at break with the subject teacher. Failure to attend the detention will result in a C3b detention (15 mins) Failure to attend this will result in a lunchtime detention. (C4)
C4= 30 minute detention	<p>Persistent low level disruption or more serious misbehaviour will result in a pupil being <u>exited</u> from the lesson and a 30 minute detention at lunchtime in LP. Home will be informed by text. If a pupil does not turn up for the detention it will lead to isolation period 5&6 and a repeat C4. Any Exits during period 5&6 will be served during lunch the following day.</p> <p><u>3 x C4's IN A HALF TERM WILL LEAD TO A SLT DETENTION</u> <u>5 x C4's IN A HALF TERM WILL LEAD TO A ONE DAY ISOLATION & INABILITY TO ATTEND THE REWARDS TRIP.</u></p>
C5= 8.40am till 4pm Isolation	<p>More serious offences will result in a C5 AUTOMATIC EXIT and the day in isolation. Home will be informed by the member of staff and may be called in to meet with the pastoral team, at their discretion. Misbehaviour whilst in isolation can lead to exclusion.</p> <p><u>5 EXITS IN ONE TERM WILL RESULT IN A 2 DAY EXCLUSION</u></p>

Where abuse of the learning environment takes place, e.g. dangerous behaviour in a Science laboratory or misuse of the Internet, this will result in at least a C4/SLT or possible isolation.

Homework is dealt with as a separate issue to 'behaviour'. See HEAT Policy.

BEHAVIOUR OUTSIDE THE CLASSROOM

Good behaviour is expected at all times as pupils are representing the school whether journeying to or from school or whilst on school activities and trips. Where misbehaviour occurs it will be judged individually, consistently and fairly. Pupils will normally receive a verbal warning for minor misdemeanours. Should the behaviour warrant more than this a C4/SLT or isolation will be issued depending upon the severity of the incident.

Parents/carers will be notified via the detention letter/text in the usual way. Failure to attend will result in isolation.

Serious incidents will automatically lead to an isolation. Parents/carers may be required to come into school to discuss the incident before the pupil can return to lessons.

Smoking

Pupils involved in smoking on the school premises will receive support from outside agencies such as the school nurse and parents will be contacted. An SLT detention will be issued for a first smoking offence. If a pupil is caught smoking on more than one occasion in a week they will receive a 'same day detention' that evening until 4pm. School will make every effort to contact parents to inform them that this is the case. If offences are persistent then further sanctions will be given. A third offence will result in isolation and a further offence will result in a fixed term exclusion. A pupil caught smoking inside the actual school building will be excluded.

Travelling to and from school

Pupils are expected to behave appropriately on the way to and from school. Pupils who behave in an inappropriate manner and bring the school into disrepute will face serious sanctions and, where deemed necessary, a fixed term exclusion.

Bullying

The school is committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any form is unacceptable and instances of proven bullying will be recorded and disciplinary sanctions will be imposed including exclusion where appropriate. The school wants an ethos in which pupils regard bullying as unacceptable.

Mobiles

The use of all electronic devices is banned in school between the hours of 8.30am and 4.30pm and will be kept by school for 24 hours if they have been used in school and a C4 issued. Refusal to hand over a mobile phone will result in an isolation. See separate policy on Mobiles for more details.

Isolation

If the seriousness of the incident, either inside or outside the classroom, merits it the pupil will be sent to isolation e.g. for physical aggression or verbal abuse to staff or persistent refusal to follow instructions etc. For incidents outside the classroom a pupil will be placed in isolation via a member of SLT responsible for behaviour. The use of isolation is a last resort and therefore leads to formal exclusion as the next consequence. Parents and carers of pupils in isolation will be informed by telephone and letter.

Exclusion

In the case of persistent poor behaviour or very serious incidents the sanction of exclusion will be used. This is where a pupil will be removed from the school community for a period of time. Usually this will be a temporary fixed term removal but in rare cases it could be on a permanent basis.

Fixed Term Exclusions:

Following a fixed term exclusion there will be a reintegration meeting with the Progress Manager. This will take place in a morning and will remind the pupil of the school's expectations and will be an opportunity for strategies to be discussed to enable the pupil to avoid a recurrence. Failure to attend a reintegration meeting will mean the pupil being isolated until the meeting can be rearranged.

Permanent Exclusions:

This is an inclusive school but permanent exclusions may occur.

PSP

A Pastoral Support Plan may be devised for a pupil who has exhibited poor behaviour over a period of time. Parents/Carers will be invited into school to discuss the problems and they will be asked to countersign the contract.

SUPPORT FOR PUPILS

Apart from rewards there are a number of systems in school that are available to those pupils who need help and support to have a more positive attitude towards behaviour and attendance and to encourage them to become more responsible for their own actions.

- Exit Passes – issued in certain circumstances by the Progress Manager for some time out.
- Access to the services of the directors of progress in their rooms or offices where one to one sessions may be undertaken as part of a Pastoral Support Plan devised to help the pupil to improve their behaviour.
- Access to Learning Support.
- Form Tutors meet with pupils to discuss issues.
- Traffic Light System of report cards – Green, Amber and Red
- Early intervention through identification in areas and subjects using existing communication systems.
- Participation in extra curricular activities and trips.
- Outside agencies in school e.g. School Nurse, Connexions, Signposts etc.
- Contact with parents and carers – first day absence and telephone calls or letters of concern to promote early identification.
- A buddy system

SUPPORT FOR STAFF

All staff are involved in helping to manage and deal with minor and occasional misbehaviour and poor attendance at the time and wherever it occurs in the school. However, if a member of staff is having difficulty with an individual or class they should inform their HOD and the SLT.

- SLT will always endeavour to help and support staff at all times in matters concerning attendance, behaviour and achievement.
- 'Pupils of concern' are monitored and discussed via a weekly multi-agency meeting and all staff can nominate individuals or groups to be discussed.
- Staff morning briefings are used to raise issues regarding individual pupils.
- 'PARS' will be used to keep a register of pupils' behaviour and achievements.

Parental Support

- Parents and carers are asked to support the school and to ensure that their child attends school regularly.
- Parents are asked to inform school on the first day of their child's absence.
- Parents and carers are encouraged to be involved in their child's education with regular communication regarding behaviour through parent's evenings, planners, telephone calls and letters.

Consultation

The Headteacher will seek the widest possible agreement for this policy and will report annually to the governing body on its implementation.

MONITORING AND EVALUATION

Monitoring:

- The school monitors behaviour incidents in order to identify issues and trends.
- The school makes effective use of ICT to support the policy via 'PARS'.
- Staff will receive individual and collective feedback, as appropriate, on outcomes.
- The school monitors incidents of disruptive behaviour in terms of:

A. Type of incident including racist, sexist and homophobic incidents

Any incident of racial harassment will not be tolerated and all incidents will be recorded with details of the incident and action taken. Parents or carers and governors will be informed of any incident and action taken. The governing body will inform the LEA annually of the pattern and frequency of such incidents.

B. Critical days and times

C. Critical places

D. Pupils involved

E. Profile of pupils involved e.g. ethnicity, age, gender, SEN

F. Timing of the response and action

G. Outcomes

- The school ensures that its pupil record systems provide analysis of the impact of the behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
- The school ensures confidentiality when necessary.