



The Boston Witham Academies Federation

BEHAVIOUR FOR LEARNING POLICY **A guide to the Academy's Code of Conduct**

Rationale

It is a primary aim of our academy that every member of the community feels valued and respected, and that relationships are positive. Good behaviour is fundamental to success in the classroom. Haven High Academy aims to work in partnership with the whole community to encourage and promote the appropriate behaviour of learners both within and outside the classroom. To achieve high expectations it is important that learners understand and are supported in the acquisition of behaviour skills that support learning. It is understood that there is a shared responsibility within the academy for the successful management of Behaviour for Learning. To that end this policy is based on the principles of SEAL (Social and Emotional Aspects of Learning) and is designed to impact positively on learning and teaching, and therefore raise standards.

Aims

- To provide a welcoming, safe and secure environment that is both calm and orderly for the whole academy community.
- To model and expect a set of preferred behaviours based on trust and mutual respect.
- To be explicit about the consequences of behaviours
- To support learners in accepting responsibility for their own behaviour
- To promote restorative justice when incidents arise
- To develop and sustain a positive culture in both learning and teaching – which will improve learners' engagement and progress within each subject.

Implementation

- The Behaviour for Learning Policy is owned and endorsed by the whole academy community
- There is a clear and simple Code of Conduct which allows for good behaviour to be celebrated and inappropriate behaviour to be challenged with appropriate sanctions in place
- Clear channels of communication are vital in the pursuit of consistency and understanding
- Consistency and patience from staff are vital in all areas of successful behaviour management and teaching and learning

- Rewards, consistent application of routines, rules and sanctions are the responsibility of all staff

The expectations of behaviour set out with this BfL policy apply to all learners

- Staff will be aware of the needs of their learners and will pay particular attention to any identified special educational needs or disabilities set out in a learner's file, pupil profile or EHCP;
- When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. In making the decision to impose a sanction, staff will take account of the identified needs of the learner in all circumstances. The identified sanction is not open to negotiation or debate with the learner. This is the key area of consistency;
- It is up to the member(s) of staff to follow up the sanction with a phone call home where appropriate and log the incident on the academy's MIS.

This policy must be understood, supported, and followed by all learners, all teachers and all parents.

In lessons learners can expect to be:

- Clear about what is to be learned, how it fits in with what they already know and the structure of the lesson
- Actively engaged in their learning
- Able to work independently to the best of their ability when required to do so
- Able to use assessment for learning to help them to improve and make good progress
- Confident that they can succeed because the right conditions for learning exist
- Praised regularly and treated with respect
- Prepared to learn by having the required equipment for the lesson

Responsibilities

It is the responsibility of every member of staff to positively encourage impeccable behaviour across the academy, to enforce the rules and to provide a consistent, fair approach. The modelling of appropriate behaviour by staff is a very powerful tool for instilling appropriate behaviour in learners and forms an essential part of our approach to Behaviour for Learning. The Senior Leadership Team will provide a high presence across all year groups – they will be assigned to year groups and will visit these during registration time.

We expect parents to support their child's learning and to co-operate with the academy, as set out in the home-academy agreement. Building supportive dialogue between home and the academy is essential to engaging parents to work with us. If parents have any concerns about the way that their child has been treated they are invited to contact the form tutor in the first instance.

Classroom rules

Arrive on time and be ready to learn

Be respectful

Listen to and follow instructions

Endeavour to complete your work

Expectations for learners around the Academy

- Learners must be in their form room and ready for morning registration at 8.45am.
- Learners must wear their academy uniform correctly at all times.
- Learners must walk around the academy sensibly and quietly and keep to the left.
- Learners must arrive on time for lessons.
- Learners must do as they are told by all staff – first time, every time.
- Learners must be polite and show respect for themselves and other people.
- The Academy day ends at 3.25 pm for successful learners. Learners who may not have had a successful day will be expected to attend an after academy correction until 4:30 pm.
- Year 11 are encouraged to attend Period 6 which starts at 3:25 pm and ends at 4:25 pm, to support their learning.

REWARDS

Rationale

Haven High Academy aims to encourage and celebrate the success of all its learners in all areas of academy life, and to ensure that personal effort, commitment and achievement is acknowledged, rewarded and recorded.

Aims

- Rewards increase the motivation of all learners, encouraging their self-esteem, aspirations and enjoyment of learning.
- The practice of giving rewards assists the academy in increasing and maintaining the quality of teaching and learning.
- The giving of rewards encourages all learners to achieve. Thus they will receive credit for achievement throughout the academy in all contexts.
- The system of giving rewards supports the role of the tutor in celebrating success, and helps to facilitate the awareness of achievement by other members of staff and parents.
- Every member of staff will praise learners for good or improved work and effort using the following system.
- Rewards support and promote good behaviour and should be used alongside the sanctions policy.
- A “WOW” wall celebrating success will be established in the Academy corridors.

Reward System

- Throughout the year all staff will use praise – this may be verbal during a lesson or recorded in a written format on work. All faculties will award postcards celebrating success within their subject areas.
- Throughout the year, all staff will be able to issue Inspiration Points for positive contributions to the day. In addition, a learner of the week is nominated by each faculty.
- Throughout the year, learners will automatically be awarded Inspiration Points for full attendance and a positive day on the Academy’s MIS.
- At the end of each full term, certificates will be awarded for effort, progress, most improved and achievement during celebration assemblies. Certificates will be awarded as follows:

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|----------------------|------------------------------------------------------------------------|
| Bronze Certificate | Head of Year |
| Silver Certificate | Senior Leadership Team 1 |
| Gold Certificate | Senior Leadership Team 2 |
| Platinum Certificate | Headteacher |
| Diamond | Special Commendation “above and beyond” by the Chief Executive Officer |

- Through Pathways to Graduation, expert learners will receive termly rewards for example, badges, “front of the queue” in the canteen, pizza/film afternoon, academy discos, top table at lunch, celebratory lunch with the Headteacher, etc. At the end of the academic year learners with the highest number of Inspiration Points will be entered into a prize draw to receive vouchers in the final assembly. At the end of the academic year trophies will also be awarded for a variety of achievements.
- The Academy will celebrate learner success by hosting an End of Year Celebration with external inspirational speakers.

In the interest of motivating learners as much as possible it is anticipated that the rewards will evolve and develop in response to student voice.

Code of Conduct sanctions for misdemeanours

This part of the policy is designed to recognise the right of students to have a learning experience that is uninterrupted by poor behaviour. It is also designed to support students in making the right choices about their behaviour for learning and in terms of the academy values.

In terms of classroom based sanctions, four key phases have been identified. It is essential that all learners, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to support high level learning and prevent any disruption. This will ensure that every learner has the opportunity to achieve. Each member of staff must seek to operate within the framework and apply the principles as set out below:

PHASE ONE – VERBAL WARNING (unrecorded)

The verbal warning, though not recorded, has two clear purposes:

- To indicate to learners that they have done/or are doing something which is unacceptable
- To form a link with the more serious PHASE TWO – Time out if it is required

It goes without saying that learners must clearly understand the fact that they have received a warning and why they have been given it and that the words “VERBAL WARNING” are used by the member of staff.

PHASE TWO – REFLECTION (recorded on Progresso as Behaviour Point 1)

A learner who continues to fall below expectations after being given a VERBAL WARNING will receive timeout to reflect. Learners are sent out of the classroom and will complete a reflection sheet. Once completed, the learner will return to the classroom and the teacher will use effective strategies to ensure that learning continues successfully for all.

PHASE THREE –REMOVED TO ALTERNATIVE STAFF MEMBER (recorded on Progresso as another Behaviour Point 1 and alert sent to HoY)

Where a child is persisting in undermining the learning of everyone in the room—the teacher will move to PHASE THREE. In the event of a PHASE THREE the teacher will press the alert button on Progresso and the Head of Year will remove the learner to an alternative staff member.

The referred learner will bring work with them and will work in silence. Automatically, the learner will receive an after academy correction. The relevant Head of Year will inform parents of the 4:30pm after academy correction. Two or more removals within a term from the same subject will result in a Faculty meeting with parents which is recorded on Progresso. Learners and the relevant teacher will meet by the end of the day in order to discuss events and resolve issues.

PHASE FOUR – REMOVED FROM ALTERNATIVE STAFF MEMBER (recorded on Progresso as Behaviour Point 2 and alert sent to HoY)

Any learner refusing to go to the alternative staff member will be seen as defiant and the learner will be placed in the IE or alternative if on Tollfield Campus. Any learner who acquires 2 BPs following a removal from the alternative staff member will go into the IE or alternative if on the Tollfield Campus for a period of time as well as serve an after academy correction.

Time in the IE as a result of 4 behaviour points will be as follows:

- Period 2: remainder of the lesson and break 1, after academy correction
- Period 3: remainder of the lesson, period 4 and break 2, after academy correction
- Period 4: remainder of the lesson and break 2, after academy correction
- Period 5: remainder of the lesson and after academy correction

This time relieves the peer group of disruption and allows the learner to reflect for a period of time.

Any learner who accrues 3 behaviour points in a day will serve an after academy correction to 4.30pm on the day.

Any learner refusing to do an after academy correction on the day will have a Saturday morning correction instead.

EMERGENCY REMOVAL (alert sent to Head of Year and recorded on Progresso as a Behaviour Point 4)

In extreme cases, eg a fight in the classroom or swearing at a member of staff, a learner will be removed by the Head of Year and sent as an EMERGENCY REMOVAL to the IE for the remainder of the day and an after academy correction. Removal is an extremely serious sanction and may also result in further sanctions, such as an extended period in the IE at the Marian Campus, a Fixed Term Exclusion, community service etc.

For learners who continue to incur behaviour points daily, more stringent measures will be taken and may include inviting parents in to a Pastoral Support Meeting to support the learner in avoiding disruptions in the future.

Where a learner incurs 3 removals in a term they will sit a Saturday correction and their parents will be invited to a meeting in the academy. Where a learner incurs 2 removals in the same subject within a 6 week period they will have a meeting with the teacher, the Head of Year and parent/carer to draw up an action plan to help resolve the issue.

Failure to complete a 4.30 p.m. correction will result in a Saturday correction. Failure to complete a Saturday correction may result in a fixed term exclusion.

Other breaches of the Code

There are a range of sanctions in place to specifically cover swearing at staff, rudeness to staff, assault between students, smoking, lateness to lessons and lateness to the academy. Other breaches of the Code of Conduct are likely to result in similar sanctions but will be at the Headteacher's discretion.

Internal Exclusions

For breaches of the Code of Conduct which are continuous or more serious than can be addressed by corrections the learner is referred to the IE for an agreed period of time. The decision on referral to the IE and the length of time to be served there will be taken by the Lead Behaviour Professional in consultation with the Deputy Headteacher Pastoral Support. A bank of work which covers every curriculum area will be set for the learner which is supervised by the IE Manager.

Fixed-term and permanent exclusions

We make every attempt to avoid the exclusion of any child from the academy but there are times when this is necessary.

Only the Headteacher (or Acting Headteacher) has the power to exclude a child from the academy. The exclusion may be for one or more fixed periods, for up to 45 days in any one academic year. Exclusion is considered for serious breaches of the Code of Conduct in the academy and/or behaviour to and from the academy which may bring the academy into disrepute. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. Such circumstances may include a drug related incident (as outlined below), a serious threat to a member of staff or learner, physical violence toward a member of staff or learner or an allegation against a member of staff which later is proved to be unfounded. It is also possible for the Headteacher, in consultation with the Chief Executive Officer, to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

In the event of any exclusion parents are informed immediately, and provided with reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The academy informs the parents how to make any such appeal, which is heard by the Governing Body Pupil Discipline Committee. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Returning to the academy following a fixed term exclusion is dependent on a successful reintegration meeting that will involve the Headteacher or delegated senior leader, the parent/carer(s), the child and the relevant Head of Year. At a successful meeting the child will take responsibility for their actions and recognise that what they did was wrong. As part of the reintegration back into the academy the learner will undertake community service for a minimum of 5 days and go on to Head of Year report for 2 weeks.

Drug and alcohol-related incidents

It is the policy of the academy that no child should bring any drug, legal or illegal, into the academy. If a child will need medication during the academy day the parent or guardian should

notify the academy and ask permission for the medication to be brought. This should then be taken directly to the front office for safekeeping. Any medication needed by a child while in the academy must be taken under the supervision of a member of staff.

The academy will take very seriously misuse of any substances such as glue, other solvents, alcohol or drugs and will deal with instances as per the anti drugs policy, and may permanently exclude as a consequence. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

Monitoring and review

The effectiveness of this policy will be reviewed annually. The outcome of the review will be reported to the governing body with recommendations for further improvements if necessary. The governing body itself will review the policy every two years, or more frequently if desired.

Incidents of poor behaviour and low level disruption are logged using the Academy's Management Information Systems. These records are monitored to evaluate effectiveness of the Behaviour for Learning Policy.

The Manager of the IE keeps a record of any learner who is excluded for a fixed period to the IE. The Lead Behaviour Professional keeps a record of any learner who has a fixed term exclusion at home or who is permanently excluded.

Revised June 2018

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Signed off by:

Print name and role:

Date: