


# Behaviour For Learning Policy

<b>Date Approved by Governing Body:</b>	
<b>Signature of Chair of Governors:</b>	<b>January 2017</b>
<b>Next Review Date:</b>	<b>January 2018</b>

**This Policy should be read in conjunction with:**

**Safeguarding Policy**

**Physical Contact & Physical Restraint Policy**

**Uniform Policy**

**Mobile Phone Policy**

**Smoking Policy**

**Anti-Bullying Policy**

**Rewards Policy**

# Behaviour for Learning Policy

**References: Behaviour and Discipline in Schools February 2015  
Teachers Standards  
Equality Act 2010, in respect of Safeguarding and in respect of pupils with  
special educational needs.**

## 1. Introduction

Red House Academy is committed to providing a safe and supportive environment where every student regardless of age or ability can achieve his or her potential.

### **The One Academy Rule**

“All students and adults are expected to behave in a responsible manner, both to themselves and others showing consideration, courtesy and respect at all times.”

We also recognise that the success of the policy depends on the full support of parent/carers. The Home/Academy Agreement(s) (**Appendix A**) is signed by parents and students on entry and at transition at KS4.

The Academy supports and challenges students to raise their own expectations of what is possible within the Academy and beyond to ensure that all students reach their full potential in life.

## 2. Expectations

### **Conduct**

Students attending Red House Academy are expected to conduct themselves appropriately.

This means:

- Arriving at the Academy on time, in full uniform and fully equipped for the Academy day. **(see Uniform Policy)**
- Arriving at lessons on time and remaining in lessons unless having specific permission to leave.
- Following the classroom expectations of the teacher. **(see Positive Behaviour for Learning Poster) (Appendix B)**
- Following all reasonable instructions from staff, first time without argument.
- Respecting all members of the Academy community; by not using physical or verbal abuse (swearing) or behaviour that is offensive to others. **Bullying and fighting will not be tolerated.**
- Respecting the whole Academy environment and resources provided.
- Treating all visitors to the Academy with respect and courtesy.
- Attempting all tasks set to the best of their ability and being positive about their achievement and those of other students.

### **We do not accept;**

- Behaviour or language that is demeaning (racist, sexist, harassment of others or sexual misconduct).
- Behaviour which abuses Academy property (littering, graffiti, vandalism, theft).
- Dangerous or harmful behaviour (violence, bringing harmful implements, cigarettes/lighters/matches or controlled substances onto the Academy site). Red House Academy exercises the legal right to search students if suspected of carrying any of the named items.
- The use of mobile phones in and around the Academy.

### **3. Behaviour in Class**

Classrooms (including labs, workshops and PE facilities) are the student's place of work and the responsibility for the management for behaviour lies first with teaching staff (including Teachers, Learning Support Assistants, Cover Supervisors). Where teaching and Learning is good or better, this results in positive student attitudes (see Engagement for Learning Tariff). **(Appendix C)** The quality of teaching has a direct effect on Student behaviour.

#### **Teaching staff are role models and are expected to:**

- Arrive before the class and start on time
- Be prepared for all lessons
- Keep students engaged and interested
- Extend and motivate students
- Follow Marking Policy
- Maintain a safe and stimulating environment
- Apply Academy rules positively
- Maintain discipline (e.g. apply Academy rules, insist on uniform, follow up problems to their conclusion)
- Separate the problem from the person
- ONLY refer it on if the problem cannot be resolved.

#### **Useful resource**

Charlie Taylor (former Government adviser on behaviour) checklist on the basics of classroom management. **(Appendix D)**

#### **Student disrupts a lesson**

- Member of staff applies basic classroom sanctions:  
(i. Verbal reprimands, ii. Isolation, iii. Detention)
- If a student's behaviour is cause for concern and Incident Form is completed and passed to Curriculum Leader
- If student does not respond and continues to disrupt the lesson, use the radio and call for an ELM, giving room number only
- On receipt of 3<sup>rd</sup> Incident Form the student is placed on Curriculum Report and a letter is sent home and a copy to Heads of Year
- On receipt of 4<sup>th</sup> Incident Report, Curriculum Leader completes a Stage 3 Form together with a copy of the report and the 4 Incident Forms to be forwarded to the Head of Year.
- Referred to ELM, parents contacted

- Note an Incident Form must be completed following an ELM Call Out and this should be passed to the Curriculum Leader and counts as one of the 1-3 Incident Forms preceding a Curriculum Report
- An Incident Form completed following disruptive behaviour outside of the classroom to be handed to the Head of Year

**Please note ONE Incident Form per student. It is important that other student names are not used when describing an incident (Safeguarding).**

- All Call-Outs are recorded on a spreadsheet, identifying: Student name and details e.g. Pupil Premium, Teacher Name/Subject/Time/Description of Behaviour
- Copies of the spreadsheet are sent to Pastoral Manager, Heads of Year, Curriculum Leaders and Intervention Director at the end of each week to enable student monitoring

#### **4. Behaviour Support**

The Academy has two Every Learner Matters Mentors (ELM). All staff are provided with a radio or have access to a radio within in their working area.

Where students have particular problems in a curriculum area and display behaviour that disrupts the learning of themselves and others, a member of staff can call for an ELM, who will respond by removing the student and try to resolve the problem. The aim is to ensure that the student concerned can return to the lesson and resume their learning. Should this not be possible the student will complete the lesson in isolation and will then return to their normal timetable. The ELM Mentors also respond to behaviour issues in and around the Academy where support is requested. Where the incident involves behaviour that falls within the categories of unacceptable behaviour, the Head of Year in discussion with the Vice Principal will either give the student an internal exclusion or a fixed term exclusion.

#### **5. Detentions**

Staff will place a student on detention at their own discretion and in line with the spirit of this policy. Parents will receive a text message informing them of the detention. Please note:

**The guide, 'A Governor's Guide to the Education Act 2011 and the DfE guide 'Behaviour & Discipline in Schools – Advice for Heads and Staff 2016' states: There is no longer a need for the Academy to give 24 hours notice to parents regarding a detention, nor is it necessary for parents to consent to the detention.**

As a courtesy we will try to send a text message whenever possible.

**Break:** 10 minutes, allowing last 5 minutes to go to toilet.

**Lunch:** **KS3 (12.00 – 12.40)**  
Students should be allowed to go straight to lunch for 20 minutes (12.00 – 12.20). Lunchtime detentions up to 20 minutes (12.20 – 12.40). Staff to give students Detention Slip, which would allow them to go to front of the queue and then walk through Academy to detention.

#### **KS4 (1.00 – 1.40)**

Arrangements as seen above.

**Evenings:** Directly after school and usually for no longer than 1 hour pre evening.

**Lateness:** Late detentions are notified to students on the signing in late slip as students sign in at Reception. Late detentions will take place at break time on the **same day** as the lateness occurs.

Should a member of staff wish to detain a student at the **end** of the school day, the name of the student(s) and length of time for detention will be passed to Reception. A member of the Office staff will text parent(s) informing them of the detention.

**Isolation:** Students with minor infringements which do not warrant and Internal Exclusion may be sent to isolation in the Pastoral Room = loss of privileges.

#### **Internal Exclusion**

The Head of Year will complete an Exclusion Form, stating the behaviour and length of time of the internal exclusion. The student is escorted to the 'Bridge Centre' by an ELM Mentor. Parents are informed by letter. Whilst in the Bridge Centre the student completes work set by his/her teachers to ensure continuity in their learning.

#### **6. Reports:**

Each curriculum area has an individualised report. When a Curriculum Leader receives three Incident Forms from a member of staff within their Department, the student is placed on Subject Report, a letter is sent home and a copy is sent to the appropriate Head of Year. Students with three Call-Outs across three curriculum areas within a term are placed on report by their Head of Year.

##### **Green Report:**

Why? For infringement of behaviour/punctuality or uniform rules.

What happens? Students are monitored at every lesson, any unsatisfactory behaviour\* (grade 4) results in an automatic detention either at break, lunch or for 15 minutes after school.

How long? Students with 3 clear days i.e. no unsatisfactory behaviour, will be taken off report. Students who continue to display negative behaviours will progress to Amber Report.

##### **Amber Report**

Why? Students who fail on the Green Report (don't get report signed at the end of the day or who fail to collect it at the start of the day, failure to have report signed by teacher or parent, no improvement in behaviour, repeated call-outs or incidents).

What happens? Students are monitored at every lesson, any unsatisfactory behaviour (grade 4) \* results in an automatic detention either at break, lunch or for 15 minutes after school PLUS an additional 15 minutes.

How long? Students with 5 clear days i.e. no unsatisfactory behaviour, will be taken off report. Students who continue to display negative behaviours will have parents invited into our ELM Group and potentially be placed on Red Report.

### **Red Report:**

Why? Students who fail on the Amber Report (don't get report signed at the end of the day or who fail to collect it at the start of the day, failure to have report signed by teacher or parent, no improvement in behaviour, repeated call-outs or incidents).

What happens? Students are monitored at every lesson, they automatically lose their breaks and lunches for a week \*. Any additional unsatisfactory behaviour (grade 4) will result in same day detention for 1 hour.

How long? Students with 5 clear days i.e. no satisfactory behaviour will be taken off report. Students who continue to display negative behaviours will once again have parents invited into the ELM Group and will spend time in the Behaviour Unit.

\* Loss of privileges means that a student will spend break and lunchtimes in the Pastoral Room. As students will not be allowed into Dinermight, a packed lunch can be provided either from home or from out catering facility. This may occur for reasons of report or other serious infringements of Academy rules, e.g:

- Smoking;
- Bringing banned equipment into the Academy;
- Constant infringement of mobile phone usage.

This list is not exclusive and 'Loss of Privilege' will be used at the discretion of the Principal, Vice Principal(s) or Head of Year.

### **Principal's Report**

Why? Students who have come to the attention of the Principal for a variety of reasons are placed on Principal's Report for a week. The expectation is that the student(s) receive '1's, failure to do so results in loss of privileges.

### **Governor's Monitoring Card**

Students who are at Pre-Trust or Trust Level carry a monitoring card in between Trust Meetings.

## **7. Every Learner Matters Meetings (ELM Meetings)**

Each week an ELM Meeting is held for each of the Year Groups. The meeting is chaired by a Vice Principal. The following staff are present: Head of Year, Attendance Officer, SENCO/Safeguarding Officer. Students who are cause for concern re: behaviour, social/emotional or progress are discussed and monitored. Students and their parents/carers can also be invited to attend meetings when it is appropriate.

Students who have repeated behaviour issues and are not responding to the policies and strategies in place, are invited with their parents/carers to a Pre-Trust Meeting.

## **8. Trust Meetings**

A sub committee of the Local Governing Body that deals with behaviour and safety meets once every half term. A standing item on the agenda would be to meet with students and parents to discuss ongoing behaviour issues.

Further intervention and monitoring will be implemented and referrals to Alternative Education only sanctioned by the Trust. Fixed term exclusions are ratified by the Governors.

## **9. Bullying (Safe to Learn)**

Red House Academy takes all forms of bullying seriously and has a separate policy. In dealing with bullying the Academy also makes available to parents/carers its Complaints Policy which is available on the Academy website.

“Every student at Red House Academy has the right to learn free from the fear of bullying whatever form that might take”.

## **10. Malicious Accusations Against School Staff by Students**

Accusations made by students against staff are reported and dealt with by the Principal or Vice Principals. All accusations are investigated thoroughly, involving the Academy’s Human Resources Adviser and the Local Authority Designated Officer (LADO). Where the allegation is deemed malicious then parents and the Academy Principal will meet to discuss the way forward.

## **11. Outside of Academy**

Academies are empowered EIA 2006 to exercise discipline beyond the Academy gates, which includes journeys to and from the Academy, on visits arranged by the Academy and work experience. Red House Academy expects that student behaviour when coming to and leaving the Academy should meet the expectations set for students in the Academy and reflect the image and reputation of the Academy within the community.

We expect good behaviour in accordance with the Academy expectations outside the Academy gates and will deal with incidents of misbehaviour in light of this policy.

Any serious incidents of misbehaviour off site will be discussed with the Academy Police Community Support Officer (PCSO) with which the Academy has strong and positive links. This particularly includes Cyber-Bullying

Actions taken may include:

- Parents informed of misbehaviour outside of Academy
- Sanctions applied as per this policy
- Serious incident passed to PCSO.



**Smoking:**

Red House Academy complies with Government directives which forbids smoking in public places and consistently reinforces the importance of a healthy lifestyle and the dangers of smoking. Students who are caught smoking will be searched and any forbidden items will be confiscated and returned only to parents/carers. Parents/carers will be notified via a standard letter if students are caught smoking. The student will be removed from the yard at breaktime and lunchtime for 5 consecutive days. Any repeated offenders will be referred to an appropriate outside agency. This does include the use of electronic cigarettes.

## **Appendices**

- A. Home Academy Agreements KS3 & KS4
- B. Positive Behaviour for Learning Poster
- C. Engagement for Learning Tariff
- D. Charlie Taylor Checklist
- E. Incident Form
- F. Sample letter regarding smoking in the Academy
- G. Staged Response to Behaviour Issues.