



ERASMUS DARWIN ACADEMY

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| Policy Title: | Behaviour for Learning |
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| Member of Staff Responsible: | Assistant Principal |
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| Change Record | | |
|----------------------|--|---|
| Version | Date | Description |
| 1.1 | 25/4/12 (Comm Cttee) 5/7/12 (Full Govs) | Additions to Section A , A3 Prohibited Items |
| 1.2 | 9/10/13 (Comm Cttee) (delegated authority) 28/11/13 (full Governors) | Amendments to all Sections |
| 1.3 | 20/3/14 (Full Govs) | Changes made in light of new DfE Searching, Screening and Confiscation advice |
| 1.4 | 5/2/15 (P&S Cttee) (under delegated authority) 19/3/15 (FGB) | Changes to Section 2, 4 & 5 |
| 1.5 | 12/05/16 | Amendments to all Sections Additional Section 7 |
| 1.6 | 27/06/17 | Amendment to Section 2.4, Section 4, New Section 7, 8 |
| 1.7 | 05/12/17 | Amendment to Pg 12 |

“Erasmus Darwin Academy promotes the safeguarding and welfare of children in its care; all policies support the “Safeguarding Policy”.

Section 1 PRINCIPLES

Introduction

- 1.1 Erasmus Darwin Academy has established a clear ethos and culture that nurtures aspirational, confident young people who can make a positive contribution to society.

As a high performing learning organisation, we need to ensure that the best possible conditions exist so that effective teaching and learning can take place at all times.

Therefore, at Erasmus Darwin Academy everyone will:

Act with courtesy, co-operation, consideration and respect to others at all times, take responsibility for their actions, and respect the right of others to learn and realise their potential. We will do this through observing our Academy Values:

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|-----------------------|--|
| Excellence: | To be the best you can be |
| Respect: | To understand others and their cultures |
| Friendship: | To help people in all circumstances |
| Equality: | To treat others how you would like to be treated |
| Determination: | To try and try again when things go wrong |
| Courage: | To carry on when the going gets tough |
| Inspiration: | To follow in the footsteps of our role models |

The following key principles inform all aspects of this policy:

- 1.2 All stakeholders should be aware of this policy and ensure that they take an active part in carrying out their roles and responsibilities as detailed in Section 2.
- 1.3 We are committed to the promotion of high standards of behaviour in and around the school site and on all school activities as outlined in the statement in Sections 3 & 4.
1. **Behaviour for Learning** – this code provides a reference for expected behaviour standards. It should be known by all members of the Academy community, it should be referred to as a guide and to point out how behaviour can be improved.
 2. **Classroom Expectations** - these are daily expectations and must be made clear to all students to ensure that they have the opportunity to learn effectively, safely and enjoyably.
 3. We recognise that **rewards** are a powerful means of reinforcing our expectations of high standards of behaviour, effort and achievement. Praise, encouragement and rewards are key features in emphasising expected behaviours and should not be withdrawn once issued.
 4. We employ a range of **sanctions** to reinforce our expectations of high standards of behaviour. These sanctions will be proportionate and used appropriately to discourage and eliminate the repetition of specific unacceptable behaviour.
 5. We believe the health, safety and well-being of everyone in the school community is a priority. Bullying in any form is unacceptable and will be dealt

with rigorously and sensitively to ensure the emotional and physical well being of students and staff. **(See Anti Bullying Policy).**

Section 2 ROLES AND RESPONSIBILITIES

- 2.1 Governing Body** will establish and review the Behaviour for Learning policy annually. It will ensure that the policy is communicated to staff, students and parents. The Governing Body will review behaviour standards in the Academy on a regular basis through its meetings and provide support for individual students and parents through the Student Support Committee.
- 2.2 Senior Leadership Team** will be responsible for managing the implementation of this policy and procedures. They will ensure that the application of the policy is fair and consistent. House Principals have overall responsibility for promoting high standards of behaviour within their house.
- 2.3 Student Support Managers** will assist in implementing the policy and will provide support for staff facing challenging behaviour.
- 2.4 Faculty Leaders** are responsible for standards of behaviour in the lessons and other experiences that take place in their faculty; they must ensure that a rota for faculty removals is in place for Level 1 and Level 2 behaviours. Faculty Leaders are responsible for issuing and monitoring Faculty Reports for students who cause concern in their subject areas.
- 2.5 All Staff**, will be responsible for ensuring that this policy is consistently and fairly applied, and that rewards and sanctions are given when appropriate. Mutual support amongst staff in implementing the policy is essential. Staff also have a responsibility for creating a high quality, positive learning environment and teaching good behaviour. It is essential that staff take full account of the learning needs of individual students including those with Additional Needs and/or those with disabilities.
- 2.6 Students** will be expected to accept responsibility for their own behaviour, especially as it impacts on the rights of others. To achieve this, students will be expected to follow the Behaviour for Learning code and our Classroom Expectations. Students also have a responsibility to report incidents of disruption, violence or bullying.
- 2.7 Parents and carers** are expected to work in close partnership with the Academy to maintain high standards of student behaviour and, in particular:
- a. To support Academy values and all aspects of this policy.
 - b. To send students to school in full school uniform.
 - c. To ensure students leave home for school on time and arrive at school punctually.
 - d. To follow attendance procedures for reporting absence.
 - e. To make sure students have the right equipment for each lesson.
 - f. To sign their academic planner weekly to check homework is being completed appropriately and to check for any messages left by staff.
 - g. To reinforce our request that mobile phones and other electronic equipment, including cameras, should be left at home.
 - h. To communicate with their child's tutor on any matters of concern.
- 2.8 Other agencies**
The school works positively with external agencies. It seeks appropriate support

from them to ensure that the needs of all students are met by utilising the range of external support available.

Section 3 BEHAVIOUR FOR LEARNING

Within the Erasmus Darwin Academy community everyone is expected to act with courtesy, co-operation and respect at all times. Remember to:

- **Respect yourself**
- **Respect others**
- **Respect your environment**

The following rules apply to students and staff;

Respect yourself

- Dress smartly and appropriately for work
- Bring the correct equipment to allow you to work
- Be on time for everything and ready to work
- Complete all your work in class and at home to the best of your ability
- Behave as you would want others to behave towards you
- Do not bring any illegal, offensive, dangerous or forbidden items into school.

Respect others

- Be considerate to others
- Be polite and courteous
- Allow others to learn
- Do not make other people's lives difficult or unpleasant
- Never verbally or physically abuse someone else
- Play an active and positive part in all aspects of school life

Respect your environment

- Put litter and waste in the bins provided
- Do not smoke
- Do not chew gum
- Do not graffiti anything in the community
- Use all areas of this community for the purpose they are intended
- Do not enter or use areas that are out of bounds to students
- Remember that there are people around you who may be younger and smaller than you and move considerately around school

Section 4 CLASSROOM EXPECTATIONS

Everyone will respect the right of others to learn, respect that every teacher has the right to teach and that every student has the right to learn and realise their potential.

1. At the start of lessons:

- Arrive punctually
- Enter rooms sensibly and go straight to workplaces
- Take off and put away any outdoor wear
- Take out the books, pens and equipment for the lesson
- Put bags away on the floor under the desk

2. During lessons

- Work sensibly and allow others to do so
- Remain silent when the teacher is talking to the class
- Listen to the contributions made by other students
- Raise hands to ask questions
- Do not call out
- Only leave the lesson if given permission to do so
- Record homework in homework planners as requested
- Hand in homework on time to the expected standard
- Do not eat, drink without permission or chew

3. At the end of lessons

- Pack away only when instructed to do so
- Return all equipment to its rightful place
- Leave the room clean and tidy
- Depart from the room in a sensible and orderly manner

4. Restricted Items

- Mobile phones must not be used for any reason on site
- Other personal electronic devices or cameras cannot be used within the Academy

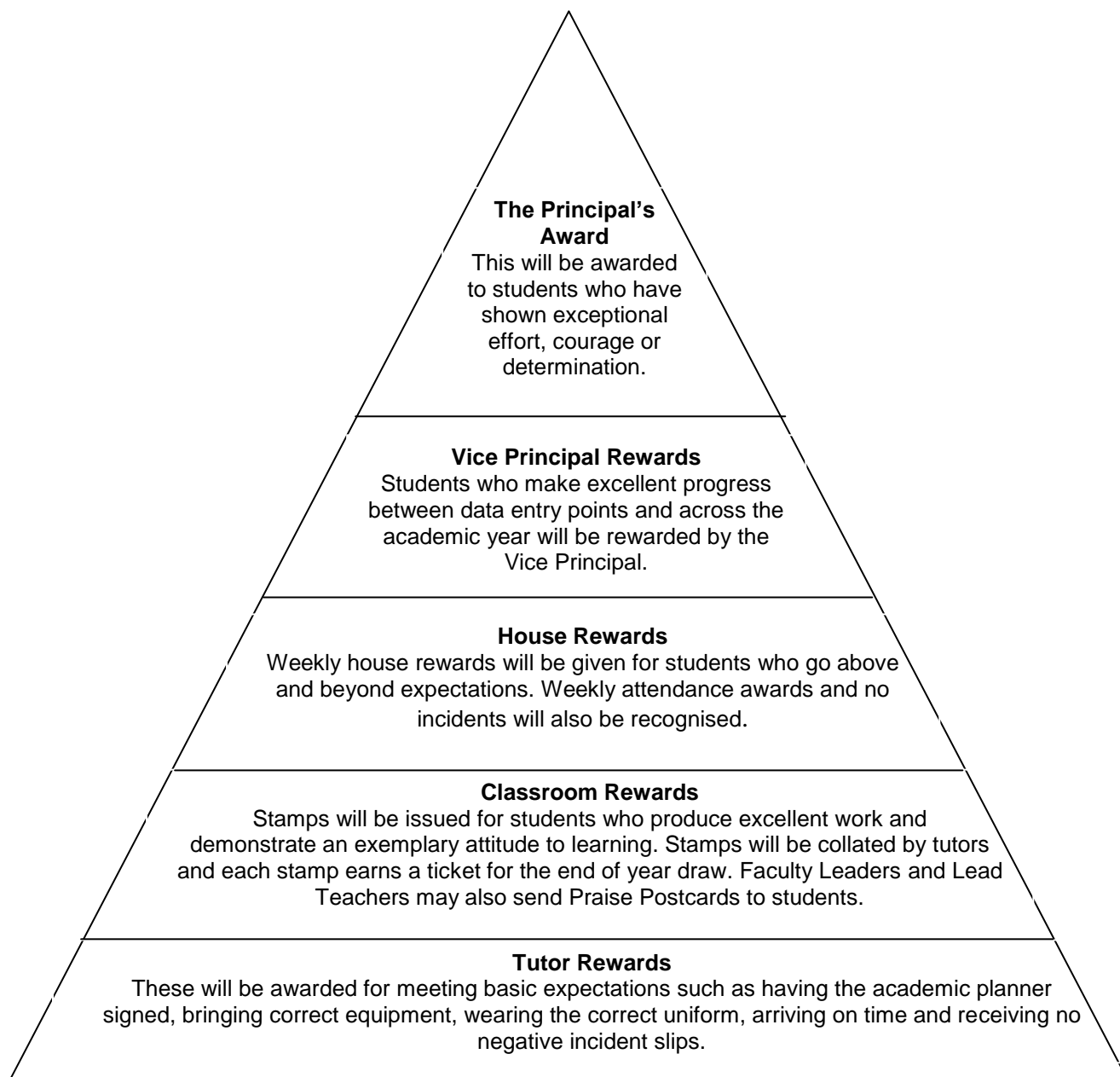
5. Forbidden Items that will be confiscated

- Any form of knife and weapons or similar equipment.
- Any form of alcohol, drugs or other unsafe substances*
- Stolen items.
- Tobacco and cigarette papers, cigarettes, lighters, matches, e-cigarettes.
- Bubble/chewing gum.
- Aerosols, laser pens, fireworks.
- Pornographic and other offensive images/publications.
- Any canned drink or energy drink.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

* essential medication must be handed in to the Student Inclusion Zone.

Section 5 REWARDS

Rewards are very important for all students as they reinforce good behaviour, recognised service to the school and effort put into academic work. There is a wide range of rewards and incentives, which are designed to motivate students in good work, behaviour and responsibility.



Reward Events

- **Celebration of Achievement Assemblies** are designed to reward students in each subject areas for endeavour, progress and achievement. These will take place on a termly basis.
- **Progress Recognition Assemblies** are designed to reward students who have made excellent progress in recent mock examinations.
- **Pizza Parties** are designed for all students taking on leadership responsibilities, those who have been recognised at a senior leadership level and those who have provided outstanding service to the Academy.

- **Presentation Evening** is designed to celebrate outstanding achievement and effort by students in all Year groups, along with recognising students' examination achievements. This takes place early in the Autumn term.

Section 6 SANCTIONS

In response to the unacceptable behaviour of a student, staff may deploy a range of responses including the issuing of sanctions that will serve to deter the student from similar or related offending behaviour in the future and act as a punishment that is proportionate to the offence. Sanctions may be issued in relation to reported incidents that have taken place in a variety of circumstances including during:

- Lessons, Assemblies and Tutor Period
- Presentations and workshops
- Break and Lunchtimes
- Educational Visits, including visits abroad
- Travelling to and from school.

Under exceptional circumstances, sanctions may also be issued in relation to an incident of unacceptable behaviour that has taken place out of school time, including evenings, weekends and holidays where the health, safety and well-being of members of the Academy community has been compromised.

- **Classroom consequences** – Within the classroom, the subject teacher is responsible for applying sanctions for negative behaviour. The following sanctions may be used by the teacher;
 - **Verbal Warning**
 - **Moving a student's seat**
 - **Isolating the student within the classroom**
 - **Detention**
 - **Removal to Faculty Leader/Lead Teacher**
 - **Removal by SLT**
 - **Phone call home**
 - **Letter home**
 - **Parental meeting**

Removal to Faculty Leader/Lead Teacher- When a student has received a verbal warning, positioning in the classroom has been changed and the student is still unresponsive to Level 1 strategies the teacher will send the student to a designated classroom as per the faculty rota. This is followed up by a letter or phone call home and a 30 minute after school subject detention.

Removal by SLT- In the event of a refusal to go to the designated Faculty room or an act of aggressive behaviour in lesson (Level 3), a member of the Senior Leadership Team (SLT) will be called and will remove the student. The student will then receive a one hour Academy detention.

Detentions

- **Staff Detentions** – Detentions will be set by a staff member who will record the incident/reason on Academy systems and ensure that the detention details are recorded in the student's planner. Staff will give at least 24 hours' notice for after school detentions. **The record does not ask for permission but is merely to inform a parent/carer that a detention has been issued, detailing the nature of the problem, time and supervision arrangements.**

- **Faculty Detentions**

| | | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|-------------------|--------------------|------------------------|-------------------|---------------|----------------|
| Level 2 | 3.30 pm - 4.00 pm | Sport and the Arts | Science and Technology | Human Development | Maths and ICT | Communications |

- Faculty Detentions are issued when students have failed to adhere to Faculty Report expectations or when a student has been internally removed to another lesson within the faculty.
- Faculty detentions must be supervised by the Faculty Leader, Assistant Faculty Leader or Subject Lead Teacher from within the Faculty Area.
- **Academy Detentions**
- Academy detentions are issued by Senior Leadership as a result of a removal from a lesson by a member of SLT or;
- Repeated failure to attend Faculty Detentions or;
- Level 3 behaviours
- Academy detentions are for one hour from 3:30pm-4:30pm on Wednesdays after school.
- It is the responsibility of the parent/carer to make arrangements for students to return home
- **Internal Exclusion (Isolation)** – Repeated or serious offences may result in a student working under controlled conditions in the Isolation Room supervised by Student Support Managers.
- **Fixed Term or Permanent Exclusion** – The most serious offences may result in exclusion from the Academy on a temporary or permanent basis.

After any fixed term exclusion, a re-admittance interview will take place with the parent/carer, the student, the Student Support Manager and the House Principal. The student may also be placed on report to monitor her/his behaviour across the Academy. It should be noted that all students will be expected to spend some time in the Student Inclusion Zone (SIZ) on returning from an exclusion.

When a student is at risk of Permanent Exclusion her/his parents/carers may be requested to attend a Student Support Committee where Governors will listen to the concerns of the Academy in relation to the student's conduct. Whilst this is a supportive measure, this meeting is intended to present the seriousness of the situation, and Governors may issue final warnings about a student's conduct.

Searching and Confiscation

The Academy follows the Department for Education Advice: 'Searching, screening and Confiscation' (February 2014).

Mobile phone and other electronic devices

There is no need for students to bring mobile phones into school. We have very effective methods of contacting parents and students in real emergencies, and if students need to contact home, there is a phone available at reception.

If students bring mobile phones (or other electronic devices) on to the premises the **school takes no responsibility for them**. Phones (and other equipment) **should not be used on the**

school site, they must be turned off and put into school bags at all times. If they are seen or heard by staff they will be confiscated and not returned until the end of the school day. Students will need to see a member of the Senior Leadership Team (SLT) at the end of school to collect confiscated items. If a student has his/her phone confiscated three times, on the third occasion the phone will only be returned to a parent/carer.

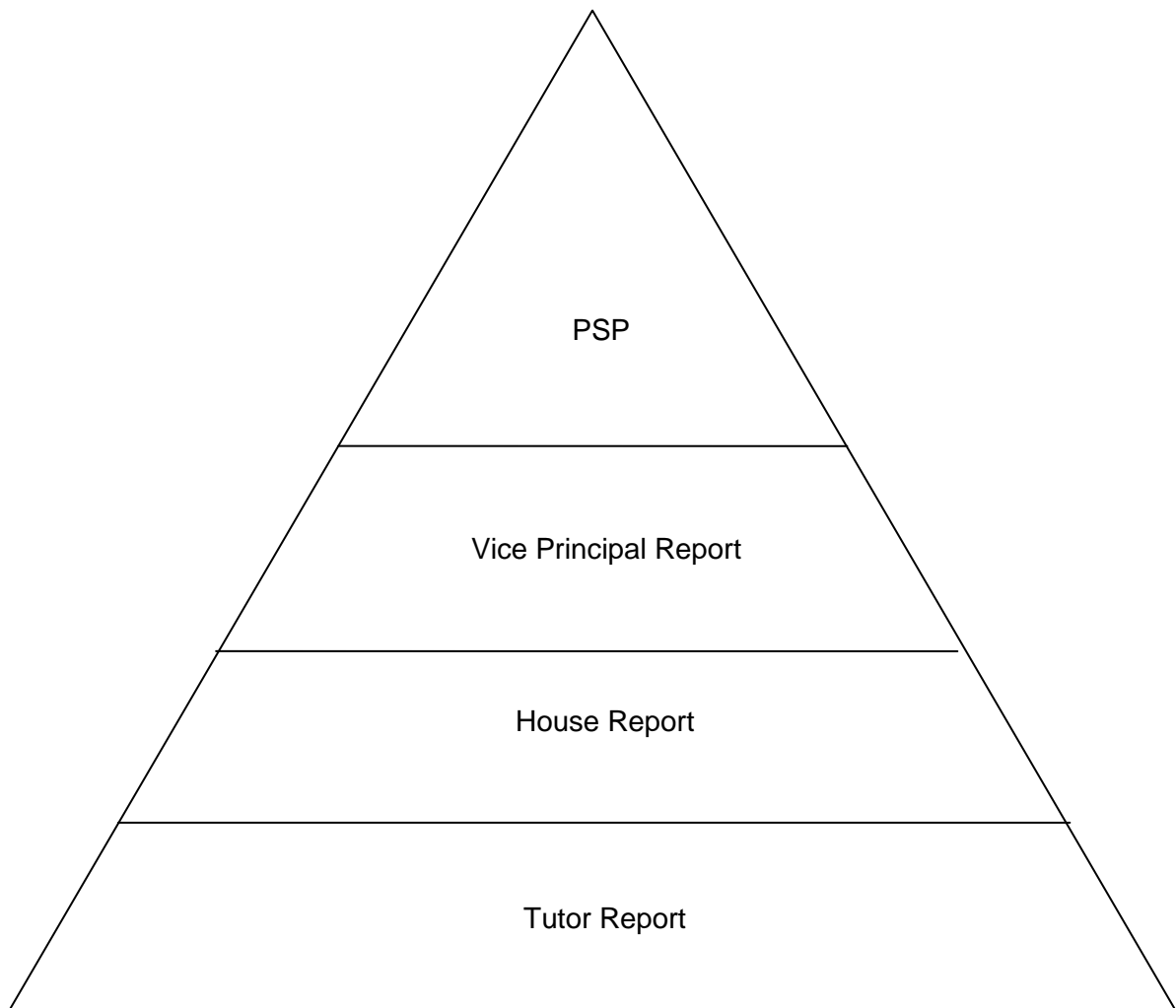
If a student is in the Student Inclusion Zone as a result of a classroom removal or if they are in Isolation, they will be required to hand in the phone/device.

During examinations the possession of a mobile phone (or other electronic devices) is deemed 'malpractice' by examination boards and this results in an X grade for the examination where the phone is found. To avoid this we will provide a box for students to place phones or other electronic devices if they have brought them in by accident. Again it must be stressed that phones placed in the box are at a student's own risk. **The school takes no responsibility for them.**

Section 7 REPORTING SYSTEMS

In response to concerns about the negative behaviour or poor attitudes to learning, a student may be placed on report. A report is a booklet that gives specific lesson by lesson feedback on the conduct of a student. Feedback is colour coded (with green indicating positive behaviour and red showing negative behaviour) and teachers may also comment on the behaviour/attitude of a student on report.

Communication with parents will take place when a student is being placed on report detailing the reasons for the decision. Dialogue with parents will continue to the review stage. Parents are strongly encouraged to talk to their child about their report on a daily basis and to record a parental comment if appropriate in the space provided.



Other monitoring reports are also used. These are implemented for bespoke situations and include: faculty report, homework report and punctuation report. These reports will be monitored by either the students tutor, faculty leader, house principal or vice principal as deemed appropriate

Different forms of report are tiered to indicate the seriousness of the concerns.

Punctuality and Attendance Report- (led by the student's tutor); This is set in response to repeated punctuality and attendance concerns. This report will last for a minimum of 4 weeks.

Homework Report- (led by the student's tutor). This is set in response to repeated failure to complete homework or failure to meet required standard of homework. This report will last for a minimum of 4 weeks.

Praise Report (led by a Student Support Manager): This allows teachers to put a positive comment about the behaviour or attitude of a student where appropriate. It is intended to reinforce good behaviour in lessons. This report will normally have a duration of 2 weeks.

Faculty Report- (led by the Faculty Leader): This is set in response to concerns in a specific subject or faculty area. The minimum that any student will be on Faculty Report is 4 weeks.

Tutor Report (led by the student's tutor): This is set in response to repeated concerns of low level incidents or low level disruption. The minimum that any student will be on Tutor Report is 4 weeks with most students completing an additional 4 weeks.

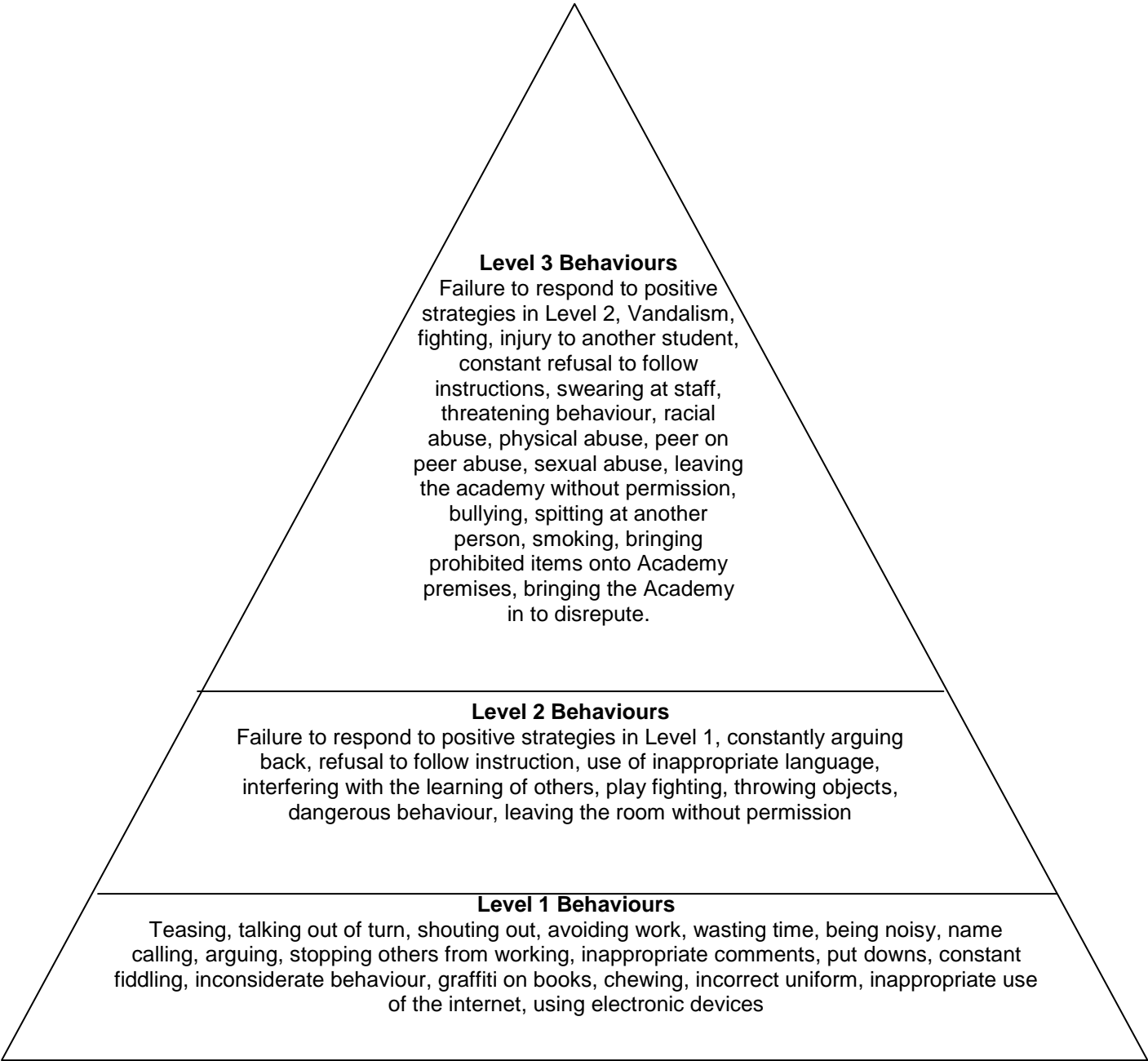
House Report (led by the House Principal): This is set in response to serious concerns or where a child has not achieved our expectations when s/he was on Tutor Report. The minimum that any student will be on House Report is 4 weeks with most students completing an additional 4 weeks.

Vice Principal Report: (led by the Vice Principal): This is set in response to failure to complete House Report. The minimum that any student will be on Vice Principal Report is 8 weeks.

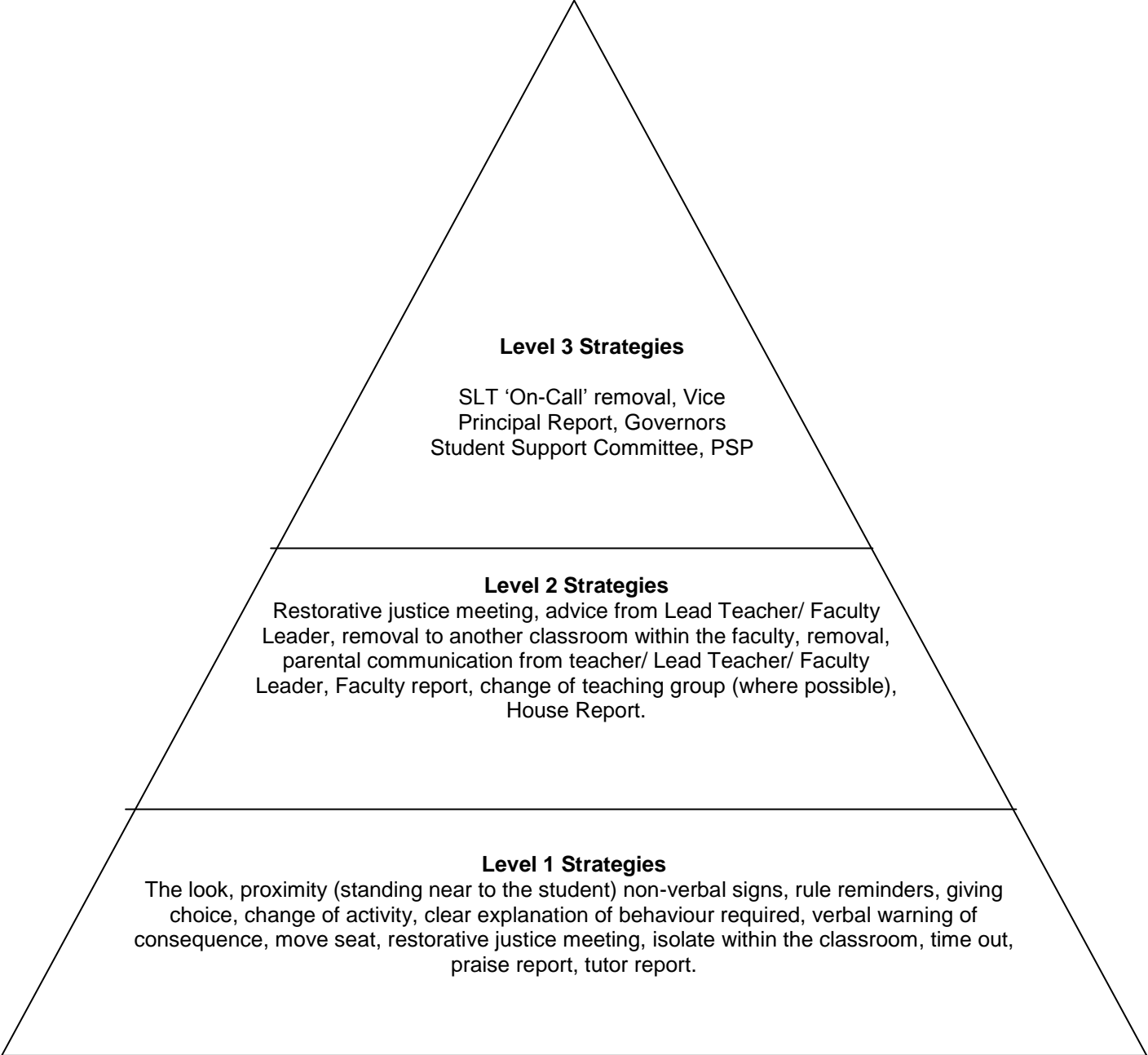
Pastoral Support Plan (led by a Student Support Manager and overseen by the House Principal): This is set in response to serious concerns about the student's behaviour and the perception that the individual may be at risk of permanent exclusion. A PSP will last for 16 school weeks. The child's parents will meet with the House Principal and Student Support Manager at the beginning of the process. A meeting with parents should also take place at the 8 week review, and at the 16 week stage. A PSP can be extended by a further 8 weeks if necessary.

Section 8 BEHAVIOUR AND SANCTIONS FRAMEWORK

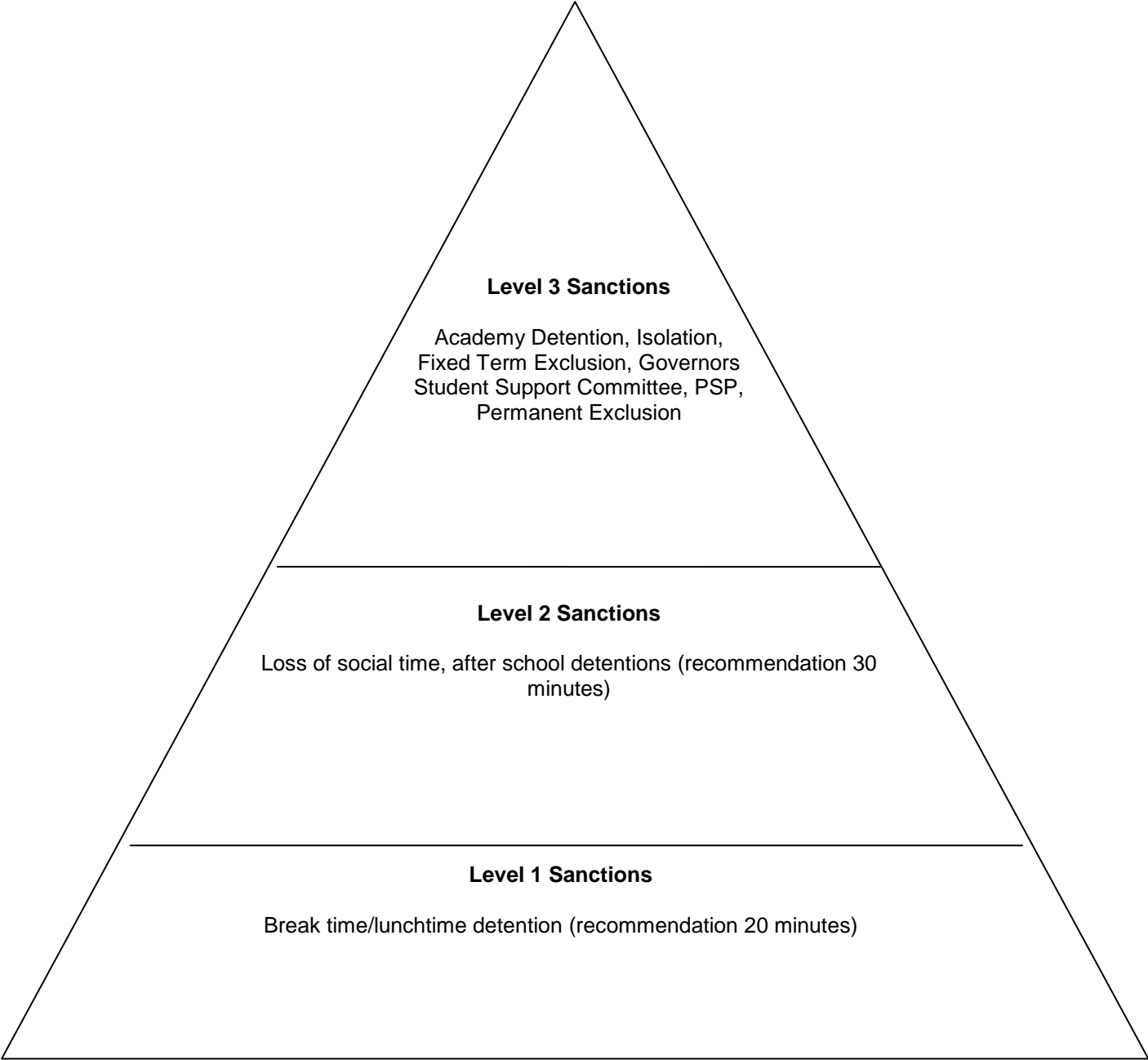
Behaviours



Strategies



Sanctions



Behaviour for Learning Escalation Process

Key

- Student Behaviour (Black box)
- Teacher Actions (Red rounded box)
- *Level 2/3 behaviour always receives a sanction (Red rounded box)

Level 1 Behaviour



Level 1 Strategy



Level 1 Behaviour continues



Level 1 Warning



Behaviour escalates to Level 2



Level 2 Strategy



Behaviour escalates to Level 3

Level 3 Strategy

Level 3 Sanction*

Academy Detention

Level 2 Sanction *

Faculty Detention

Level 1 Behaviour continues

Level 1 Sanction

Teacher Detention

Behaviour improves



No further action

Behaviour improves



