



BEHAVIOUR FOR LEARNING POLICY WITH COVID-19 ADDENDUM

**Approved: August 2020
Review date: August 2021**

1. OUR PHILOSOPHY

As a Church of England Academy we are inclusive of all regardless of creed, colour, race, gender, sexual orientation or ability. We hope to transform the lives of our pupils and students and our wider community by putting our core values of love, integrity, generosity, hope and tolerance (LIGHT) into action. As such all should feel welcomed and respected. Schools are, in part, measured by academic success. Pupils and students know this. We must help and enable each pupil and student to succeed to the best of their ability by providing high quality lessons and an appropriate curriculum for our pupils and students.

Our positive Behaviour for Learning Policy is based on a system of rules, rewards and consequences. Pupils and students learn that rights and responsibilities are linked and that all actions have consequences. It is also a requirement that pupils and students remain under the direction of staff at all times and therefore must remain in the classroom or learning area until a senior member of staff arrives. The consequences and rewards are sequential and only in very serious cases can the consequences be fast tracked. Staff should assume that the list of steps is to be worked through sequentially according to the procedure. Changing the behaviour of some pupils and students may take time and staff must follow the procedure, and must ensure that they issue both sanctions and rewards to pupils or students that are appropriate. The main thrust of the Behaviour for Learning Policy is to teach pupils and students that, in order to learn, they must take responsibility for their behaviour and make positive choices. It is also to ensure that staff know and understand how to enable students to learn in a positive environment, where each individual is unique and special.

It is the responsibility of every individual teacher to work towards maintaining positive behavioural choices both in his or her classroom and in the Academy as a whole. The main principle of effective classroom management is that the responsibility for rewards and sanctions lies with the original member of staff. Appropriate support will be offered to enable staff to implement this policy but this does not replace staff following the procedure consistently and issuing appropriate rewards and sanctions within their classrooms. The main outcome of correcting poor behaviour is to restore the broken relationships so that good order can continue and student progress be facilitated. Good discipline is usually maintained by the application of clear, consistent and fair rules. Outstanding behaviour for learning begins by stating clearly what is expected, often repeating it, and being consistent with it. Positive behaviour for learning is based on having mutual respect within the whole community. Staff who wish to develop their own skills, or talk through the approach, should see their Line Manager.

Lessons in which behaviour is good are usually characterised by:

- Thorough preparation (e.g. lesson planning, marking, effective resources etc.) having been completed so that pupils and students see commitment.
- A good start, with the teacher present before the class arrives, waiting at the classroom door (Meet, Greet and Seat).
- Appropriate differentiation based on detailed knowledge of the individual pupils or students within the class.
- A consistent implementation of rewards and sanctions.
- Interesting lessons with a variety of activities or approaches.
- Clear progress demonstrable to all learners.
- A clear end with a brief review and future progression route.
- A well thought through seating plan in place which takes into account gender (a boy/girl seating plan is advised), ability and other issues within a classroom.

2. KEY PRINCIPLES

We will positively encourage everyone at all times to:

- Be considerate, courteous and relate well to one another.
- Be reflective about their behaviour and take responsibility for their own actions in order to develop self-esteem and self-discipline.
- Create a supportive environment where everyone has the opportunity to learn and feel safe.
- Encourage development of learning skills and confidence through co-operation and consideration for others.
- Foster positive relationships within all groups of the school community.
- Reinforce good social skills.
- Have high expectations of behaviour and work.
- Consistently and fairly apply all sanctions, privileges and rewards and celebrate a wide range of achievement.
- Feel motivated consistently and experience success.
- Respect furnishings and the fabric of the building.
- Be involved in keeping our environment clean and tidy.
- In addition, pupils and students should adhere to increased hygiene and cleaning routines adopted since Re-opening in 2017. *(Further details can be found in the Behaviour for Learning Addendum)*

Difficulties should be shared: All teachers and support staff experience difficulties with behaviour management at some time. It is often the same pupils and students who cause problems, although the behaviour of individuals can vary significantly across a range of lessons. If problems are encountered, it is easy for a teacher to view it as a lack of success on his/her part. However, it is quite possible that other members of staff are having similar difficulties and the sharing of problems and interaction of ideas can frequently lead to a solution. Opportunities are given to all staff to share good practice at Department meetings, pastoral team meetings and CPD each week. Trainee staff and NQTs have bespoke training each week, where the focus is on Behaviour for Learning covering teaching, learning and assessment in the classroom, as well as pastoral input.

During the return of pupils and students following the Academy closure as a result of Covid lockdown in March 2020, staff should promptly share any concerns they may have with school leaders. Staff should refer to the "Behaviour Addendum" to ascertain any further advice and guidance on returning to school in September 2020.

Behaviour in lessons should be managed by the Class Teacher or Subject Teacher, supported by the Middle Leaders (Primary) or Subject Leader (Secondary): Middle Leaders (Primary) or Personal Tutor and Year Leader should not be the first point of reference for problems related to class and homework.

Behaviour outside lesson time should be managed by the Class Teacher or Tutor, supported by the Year Leader (Secondary) or Head of Primary and Assistant Principal (Primary): i.e. issues arising in Tutor time, break time, lunchtime, and before or after school. The Year Leader will liaise with the Assistant Principals (Pastoral) and will together decide whether further intervention is required.

3. WRITING A SANCTION IN SIMS/EDULINK

Our Behaviour for Learning Policy requires consistent usage of SIMS/Edulink. These sanctions provide extremely important information which inform the management of Behaviour for Learning within the Academy. The sanctions will automatically be received, via email, by parents, the pupil's class teacher or the student's Tutor and the Pastoral Support Manager and Year Leader associated directly with that student.

Sometimes it may be important to log the sanction quickly using the drop down menus in Edulink. If this is the case, please go back to SIMs and log the incident in more detail following the guidance below. It is essential that the details are known as we run a "same day detention" policy and incidents need to be discussed with parents/carers. In Primary sanctions will be reported to parents by a member of the middle or senior leadership team.

At the end of term all parents and carers will receive a report showing the number of Red sanctions, if any, their child has received during the term. The full information regarding individual sanctions is often seen by parents, carers and other professionals outside of the Academy. It is therefore essential that sanctions are entered promptly and in accordance with the following guidance:

- Sanctions should be entered as soon after the event as possible and always before 5pm on that day.
- The sanction must be entered at the appropriate level as explained in the Behaviour for Learning Policy.
- Only one sanction should be issued for any lesson (with the exception of a blue uniform sanction which may be issued in addition to a sanction for behaviour).
- The information in the sanction should relate to this incident only and not refer to other issues in previous lessons or make general comments about the student's attitude or behaviour.
- Sanctions are formal records and as such the correct use of grammar and punctuation is required. Spelling should also be accurate and abbreviations avoided.
- No other pupil or student name should ever be included in the sanction apart from the pupil/student being sanctioned.
- Members of staff should be referred to using their tri-code.
- The sanction is a record of an event and should provide a factual account of what took place. The teacher should not include their opinion, nor make any judgement, nor vent their frustration through the logging of the sanction.
- The language used should, at all times, be professional. Any inappropriate or offensive terms should not be stated explicitly. If an incident requires more detailed explanation, please send a separate email giving the full details of what was said or done.
- There should be no questions raised in the sanction, these need to be sent separately via email.
- Before completing the sanction staff must consider whether it is an appropriate professional record of the event as this may be read by parents/carers or outside agencies.
- Sanctions are records of incident and NOT referrals. Therefore, they should not include a request for action by anyone else. Amber sanctions should always be resolved by the teacher (with the exception of uniform sanctions); Red sanctions should generally be resolved by the teacher or Subject Leader; Red+ sanctions may require the intervention of others including PSLT/SLT and the Pastoral Team.
- Following the log of a red sanction, it is always necessary to follow this up with a phone call to the parent/carer.

4. REWARDS

Both Pupils and students respond more positively if they know that they are well supported and respected within the classroom. Poor behaviour may be the result of attention seeking. It is necessary to encourage pupils and students to seek positive attention and refocus them on their work. In order to achieve this, we need to create a positive climate for learning. It is recommended that staff work on a 2:1 ratio. For every time they find it necessary to sanction a pupil or student, staff should find two positive points to praise that pupil or student. These need not be formally reward points; a quiet word of praise will speak volumes to the pupil or student.

By actively rewarding pupils and students for doing as we expect or better we are shifting the focus of attention away from the undesirable behaviour and onto the work. Teachers should constantly attempt to maintain an ethos based on praise, encouragement and reward. Rewards take many different forms including verbal praise, recording of commendations and good behaviour, positive contact made with parents/carers, and the awarding of academy reward points. Teachers should seek to make full use of the reward system in all lessons. To remind pupils and students of this it is suggested that a section of the white board be used to record the initials of pupils and students who have been awarded points in that lesson, together with the number of awards given.

One of the reward strategies all teaching staff are encouraged to use is the entering of a "Reward" on SIMS/Edulink. This function allows parents to receive instant email notification when a student has been rewarded for their actions, learning and or attitude, and receive points which can be spent on rewards in the school shop. The philosophy behind this strategy is to enable parents to be notified immediately of their son/daughter's success in order that they may reinforce this positivity at home. The email alerts parents and carers the reason for the reward and the lesson in which it occurred. All staff are encouraged to use a number of rewards for students and at all every opportunity to use rewards to positively reinforce excellent behavioural choices and academic achievements. Additionally, the main purpose of Assemblies is for collective worship and reflection but they will also provide an opportunity to celebrate the achievement of groups of pupils and students and individuals. The Principal, Assistant Principals and Year Leaders should be made aware of pupils and students who have made significant progress or produced outstanding work so that they can highlight this in a relevant Assembly and, where appropriate, make contact with parents. The Primary Academy hold a weekly "Celebration" Assembly where each teacher nominates their "Star of the Week". Certificates are awarded for academic and non-academic excellence. Each of the three teaching zones in Secondary award certificates for "Student of the Week". These certificates are awarded for academic excellence. Finally, "The Principal's Awards" are presented at the end of each term and throughout the year for a variety of pupils' and students' achievements.

5. SANCTIONS PRIMARY

We have reviewed the sanctions in Primary in order that these match the operation of our Year Group bubbles. There are six levels within our Behaviour for Learning system, which are in the main part hierarchical and are based on a choices and consequence approach

The table below summarises the consequences of poor choices by pupils.

Level	Action	Sims/ Edulink
Red 1	First Classroom warning	No entry
Red 2	Second classroom warning 10 minutes 'out of the situation/ discussion with TA or C/T	No entry
Red 3	10 minutes 'time out' in year group partner classroom	Enter details
Red 4	Loss of playtime (same day where possible)	Enter details
Red 5	PSLT involvement and parents notified (On report)	Enter details
Red 6	PSLT involvement and fixed term exclusion	Kent 'Front door' Notification of Exclusion

Detentions Primary

Teachers in Primary will be expected to stay with their pupils and inform parents with clear explanations about the reasons for Red 4.

6. SANCTIONS SECONDARY

There are three levels of sanctions within our Behaviour for Learning system which are for the major part hierarchical. They focus on the need to eliminate low level disruption in lessons and ensure a positive learning environment is established. They are based on a traffic light system of 'green', 'amber', 'red' and 'Assistance'. In addition, there is a 'Blue' sanction to record uniform and out of lesson behaviour. In their basic form the stages of the Behaviour for Learning Policy are:

Green Stage

Verbal warning informing students that their behaviour is not appropriate and that they have therefore been 'placed on green'. This should not necessarily occur the very first time a student requires correction. Rather a 'Green Warning' should be an indication that the student has reached a point beyond which they do not want to go. It will not be effective to hand out a green warning to every student for the first and most minor misdemeanour. The student must be aware that they have been issued with a green warning. It is not always appropriate for this to be done in such a way that all other members of the class know that the student has been given a green warning. Publicly announcing the giving of a "Green Warning" may give a student the attention that they seek and as such lead to further escalation.

At this stage there is no requirement to make an entry in SIMS/EduLink.

Amber Stage

Where a Green Warning has been issued but a student continues to behave inappropriately then the Amber Stage is reached. At this stage, and depending on the issue, it may now be appropriate to move the student within the classroom. It is essential that the student is made fully aware that they have reached this stage and that the teacher will therefore be placing an entry in SIMS/EduLink. The student should be told clearly what is expected of them in order to ensure that the problems do not escalate any further.

At the end of the lesson an Amber Sanction **MUST** be entered in SIMS/EduLink. This sanction will be entered as resolved and the teacher will enter details of the action they have taken in order to resolve the issue e.g. moving the student.

Repeated Amber sanctions must also involve contact with home. This is an essential part of the behaviour system. Support with phoning home can be offered either within Departments or through the relevant Pastoral Team.

Red Stage

If students continue not to respond, then the Red Stage is reached. At this level an automatic after school detention of 25 minutes will be set. This detention will take place on the same day and will be held centrally in year group bubbles. It is possible for a student to have two same day detentions resulting in a 50-minute detention after school. It is also expected that the teacher will inform parents / carers why this detention has been issued on the same day. It is important that we work in partnership with parents and carers.

At the end of the lesson a Red Sanction **MUST** be entered in SIMS/EduLink. (Please note that only one sanction should be entered for a lesson i.e. you should not enter an Amber Sanction **AND** a Red Sanction). Subject Leaders should be fully aware of all students who reach this level within their department and it is their role to monitor their behaviour.

At each stage of escalation, the language used by staff should be focussed on student choice, with students 'choosing' whether to remain at that stage or to move up to the next stage. Staff should at each stage inform students clearly of their choices and of the consequences.

Fast Track for Serious Situations

Where behaviour is extreme (e.g. swearing at a teacher or incidents which might involve Health and Safety issues or violent conduct) immediate support should be requested via e-mailing "Assistance". If the incident poses a risk to other students, then it may also be necessary to place the student outside the classroom or in another classroom until additional support arrives. However, this action should only be taken in extreme circumstances.

Should a student have escalated to red and continue to be making behavioural choices that disrupt their or others learning, Assistance will need to be called. It is likely at this stage that the student will be placed in the relevant red room.

Please note:

- Stages end at the end of that lesson – nothing is carried forward and students start the next lesson with a clean sheet. Staff should make it clear at the outset whether they regard a double lesson as “one” lesson or “two” lessons for this purpose.
- It is important that we do not ignore any student who is choosing to have a negative effect on the climate for learning. This is especially important at the end of lessons when a formal dismissal is essential to ensure that there is no impact on the next lesson.
- Though it is not advised it is clear that at times certain behaviours may result in the bypass of this system and the fast track to Red. These include substantial, time consuming disruption to the learning of others (so that effective learning and teaching can no longer take place without intervention), risk to others/self, violence.

This system is designed to enhance learning and teaching in the classroom without interrupting the flow of learning. **It should be noted that the best form of behaviour management is a well prepared, motivating lesson which meets the needs of all the students.**

Calling for Support (Secondary)

Students should never be allowed to continue to disrupt the learning of others. If disruption continues after the red stage, then the student may need to be removed from the lesson or spoken to by another member of staff. To request assistance from the Pastoral Team please follow the procedure below. Please note that support should only be called for when the “Assistance” stage has been reached, either by moving through the hierarchical stages or as a fast track. ALL calls for support should be matched by a Red Sanction in SIMS/EduLink. It is the responsibility of the class teacher to make this entry.

- An email should be sent to “Assistance” which will trigger a call to a member of the Pastoral Team or SLT to come to the classroom. In the absence of internet connection, a trusted student should be sent to Student Office with a note from the teacher. Students who are causing disruption should **NEVER** be sent directly to the Pastoral Team without the teacher being asked to do so by that person.
- Students should not normally be told to stand outside the teaching room unless their behaviour is so disruptive that they need to be isolated from others in the group whilst awaiting the arrival of support. In order to enable the learning to continue for the rest of the class it may be necessary to send the student to another classroom within the zone – it is expected that a ‘Red Room Rota’ will exist identifying an appropriate classroom for every lesson of the day should such a need arise, avoiding students being placed with students from different year groups. However, this should also be avoided as the student may well not arrive at the destination. It is better to request support and when support arrives ask that the student be taken to the agreed room.
- If appropriate the student will be removed from the classroom and placed in the identified red room. The Subject Leader will then deal with the issue in the usual way in conjunction with the class teacher at the end of the lesson. It is the responsibility of the Subject Leader together with the class teacher to make appropriate entries on SIMS/EduLink showing whether the issue has been resolved or if further action is required.
- In exceptional cases it may be deemed necessary to remove the student completely in order to address the issue. In this case it is still the teacher’s responsibility to enter the Red sanction but the details of how it has been dealt with will be entered later by SLT or by the Pastoral Team. An example of this would be if a student has physically assaulted another student.
- Incidents in Tutor Time will be dealt with in a similar way, but the Year Leader will replace the role of the Subject Leader. It is the responsibility of the Tutor to make appropriate entries in SIMS/EduLink

in the “Reward and Conduct” section showing whether the issue has been resolved or if further action is required.

- It must be remembered that every lesson provides the opportunity for a fresh start for a student. If a student has been removed from a lesson, then it is important that the situation is fully addressed before the next lesson with that student. When the student arrives in their next lesson it is essential that the teacher allows them the opportunity to start again. It is the teacher’s responsibility to reflect on the incident that led to the student’s previous removal and to put in place any appropriate action such as a change to the seating plan or differentiation of the tasks for the individual. This should be done in advance of the lesson and the student should be made aware of what is going to happen so that when they arrive in the lesson they are able to begin the lesson in a positive manner without revisiting previous mistakes.

Detentions Secondary

Detentions are an important aspect of the sanction system and it is vital that students complete any detentions that are given. Secondary school same day detentions for red sanctions in lessons will be monitored and led by a team of staff including senior staff. It is expected that all staff will contribute to the detention rota.

Detentions during school time for example for homework related issues must ensure that students still have a reasonable break, e.g. a brief 10-minute detention at break-time or lunchtime. Often it is not the length of the detention that matters, keeping a student back for 5 minutes at break time can be very effective.

- In any detention the student must always be supervised by the member of the department setting the detention or by a colleague in the department.
- We aim to ensure that no Year 7 student is to receive a detention in the first two weeks of the first half term although concerns should be recorded on SIMS/Edulink as they would in any other Year Group during this time. The transition from Primary to Secondary school is a major change for all Year 7 students. They need to be helped to become familiar with moving from classroom to classroom and with bringing different books to school on different days. They need help, support and encouragement with personal organisation.

7. BEHAVIOUR MANAGEMENT STRATEGIES FOR USE IN THE CLASSROOM

- 1. First response to misbehaviour:** The aim of the teacher should be to restore order as quickly as possible in order to ensure that effective learning continues to take place for all in the class. A low key response is less disruptive to the concentration of the class than a high level of response. Some successful first responses include: Walking to where the pupil or student is sitting/standing; making eye contact; making a humorous comment if appropriate.
- 2. Personal Time:** Taking time to sit down with the young person and talk, discuss and counsel them must always be part of the input in helping to resolve any problem. It is important to listen and hear what the pupil or student is saying. Young people have a great sense of justice and, if they feel we care, they are more likely to respond in a positive manner. Always aim to talk to a pupil or student before your next lesson if there has been a problem. As the adult in the situation you need to take the lead in resolving issues as well as modelling to the student how to resolve difficult situations.
- 3. Verbal reprimand:** This can be quick and effective, especially when the pupil or student is made to

feel that he/she has let down others e.g. Personal Tutor, subject teacher, parents etc. However, a verbal reprimand should never take the form of belittling the student and care must always be taken in the appropriate choice of language.

4. **Department-based detentions:** see Detention section above.
5. **De-escalating conflicts:** When a teacher has attempted to prevent or discourage a problem and failed, then a confrontation may ensue. Teachers should avoid this situation if at all possible. It is important that the teacher demonstrates positive management of conflict to demonstrate good behaviour to pupils and students. Teacher intervention should match the problem: pupils and students have a great sense of justice. The teacher should retain control of his or her own emotions during a conflict. A quiet comment to the student may calm the situation. The teacher should try to maintain their status and authority at all times. Teachers should never shout at pupils or students or lose control of their emotions. Strategies include:
 - a) Keep calm - an emotional response may lower the teacher's status and is not conducive to clear thought. It can also inject energy into an already difficult situation.
 - b) Condemn the act not the person. The teacher should focus on what is wrong and not insult or ridicule the pupil or student. This will allow them to retain their self-esteem.
 - c) Public humiliation of the pupil or student is never appropriate or acceptable.
 - d) Allow pupils and students time to respond, for example, ask them to remove a non-uniform item and then go and deal with something else, allowing them time to remove the item without having everyone looking at them. Remember to check that they have done as asked and thank them. Avoid standing over pupils and students demanding that they do something immediately as this draws the attention of the whole class to the pupil or student and backs them into a corner.
 - e) Learn to postpone. It is not always necessary to resolve a problem when and where it occurs. A postponement can allow a calmer situation to be set up. It can allow individuals to calm down and an audience is avoided. It is good to see a pupil or student before the next lesson to avoid any conflict or stress.
 - f) Retain control of the conversation. Conversations in conflict situations are usually negative and unproductive. The teacher should lead the direction of the conversation.
 - g) Asking questions is a powerful way of taking the initiative. Listen carefully to the responses and notice their reactions. Notice particularly non-verbal behaviour and body language.
 - h) Aim for a "win-win" solution. A resolution where both sides can keep self-esteem is usually the most effective.
6. **Use of SIMS/EduLink:** All staff should use their laptop or PC to enter details of any sanctions issued as soon after the incident as possible. Entering details on SIMS/EduLink enables Class Teachers, Subject Leaders, Year Leaders, Personal Tutors and SLT to monitor patterns of poor behaviour with individual pupils and students and to plan strategic intervention. Please note that entering details on SIMS/EduLink does not in itself trigger a referral and teachers should not use this facility as a substitute for dealing with the misbehaviour themselves. It is also important to remember that these sanctions can be seen by parents, carers and other professionals outside of the Academy. It is therefore essential that staff entering sanctions follow the guidelines.

7. Strategies for preventing misbehaviour: Prevention is always preferable to cure and the following procedures will be helpful in promoting good discipline:

- **Vigilance:** Scanning the class regularly; moving around the class regularly; positioning the pupils or students so that they can be easily seen at all times; amending seating plans based on knowledge of the pupils and students and where they work best.
- **Addressing the Class:** Waiting for silence before speaking to the whole class; not shouting on a regular basis; giving clear assertive instructions; never speaking over pupils or students.
- **Organisation:** If a member of staff encounters difficulty with a particular student/group it may be helpful to reflect on the following questions:
 - a) Did the lesson get off to a bad start?
 - b) Were you late/not well organised or well prepared?
 - c) Did you follow the code of conduct laid down for pupils and students?
 - d) Was the work sufficiently challenging/differentiated for the individual/group?
 - e) Were AEN needs and requirements taken into account?
 - f) How much direction did you give?
 - g) Does the group constantly work from a book/worksheet/whiteboard?
 - h) Do you incorporate a wide range of teaching styles into your lesson or do you stick to one particular teaching style and therefore gear your lessons to just a few pupils or students?
 - i) Was there a lack of clearly defined individual short-term targets?
 - j) Were these targets made known to each individual?
 - k) Do the pupils or students have their work marked on a regular basis - how much positive encouragement and feedback do you give?
 - l) Do you give positive reinforcement, e.g. awarding Academy Rewards?

8. REFERRAL TO SUBJECT LEADER (Secondary)

- Teachers must always refer problems related to class and homework (e.g. disruptive behaviour in lessons, poor attendance or late arrival for lessons, no homework, late homework, or inadequate effort on homework) to the Subject Leader, never to the Year Leader.
- The teacher should initially try to manage the behaviour themselves and keep a record of any action taken on SIMS/EduLink. If the problem persists, or if it is serious enough to warrant immediate intervention by the Subject Leader (or by the Personal Tutor to the Year Leader for problems in Tutor time), then the teacher should make a referral.
- Once a referral has been made the Subject Leader will deal with the problem using the most appropriate sanction according to the nature of the problem. A reprimand and warning may be sufficient. For more serious concerns the Subject Leader will need to use one or more of the following actions:
 - Contact the parent or carer by phone, and if necessary invite them in to discuss the problem - this contact should only be made by the Subject Leader. It is important that this contact is not made by text as this method of communication does not give the parent any opportunity to ask questions or discuss concerns.
 - If the Subject Leaders feel there is a wider issue and/or they cannot manage the problem themselves, they should seek support/advice from someone with appropriate experience and/or training (e.g. the member of the Senior Leadership Team who is associated with the subject or the Year Leader for the individual.)

- The Subject Leader must ensure a record of the actions taken including any referral is made on SIMS/EduLink. They must also notify the Year Leader via email. This will ensure that the Year Team have a clear picture of issues relating to each student, especially if there are problems in more than one subject.
- The Subject Leader will subsequently liaise with the teacher who made the referral to ensure that the student is monitored.
- If the problem persists following a referral, the teacher should alert the Subject Leader immediately. The Subject Leader should then discuss the student with Year Leader to see if the issue is more widespread. If the issue is subject based, then they may decide to place the student on a Department Report. Parents and carers must be kept fully informed and records in SIMS/EduLink kept up to date. The student must pass the report to the subject teacher at the start of each lesson. The teacher will complete the report at the end of the lesson and return it to the student. The student will report to the Subject Leader at an agreed time so that the report can be checked. Parents and carers should be informed of progress and positive progress should always be rewarded.

9. INTERVENTION BY YEAR TEAM (Secondary)

- The Year Team will have a 'global' picture of behaviour issues for students in their Year via SIMS/EduLink. In most cases behaviour will be managed at department level and intervention by the Year Team will not be necessary. The role of the Year Team will be primarily to oversee and monitor behaviour issues, dealing with persistent offenders whose behaviour causes concern in several subject areas, as identified in SIMS/EduLink.
- The Year Team will support same day detentions by ensuring email communication takes place in the event that a red sanction is logged by a member of staff.
- Intervention by the Year Team will be necessary if they become aware of a wider issue (e.g. persistent misbehaviour by one student across several subjects). Appropriate interventions will be considered by the Team for example:

Support Provided by The Tutor

- This level is for students who are struggling with organisation, homework, who have specific difficulties with certain subjects, or whose behaviour is a cause for concern.
- The Tutor will monitor the sanctions that are being received by the student as well as discussing with the student their progress and any areas of concern.
- The Tutor will set targets for the student to help them and will liaise both with the Year Team and with parents and carers.
- All interventions will be logged on SIMS/EduLink.

Support Provided by The Year Leader

- This level is managed by the Year Leader and may involve the student being placed on 'Positive Report' or 'Blue Report' for a period of time. The Year Leader will monitor the student closely, including the number of Academy Rewards they are receiving and the sanctions being issued. They will meet with the student regularly; keep the Parents/Carers informed; and ensure that all information is logged on SIMS/EduLink. They may also initiate further interventions e.g. via a referral to Early Help.

10. EXIT CARDS (Secondary)

- Some students will be provided with an Exit Card as a strategy to enable them to take effective control of their behaviour. These cards may be issued for a range of different reasons including pastoral considerations and behaviour management. Staff will be emailed whenever a student has been issued with an Exit Card. Exit Cards will be issued for one term only, though they can be re-issued if the need still exists. Staff should be aware which students in their class have been provided with such a card and should not prevent a student with an exit card from leaving class. Nor should staff insist that the student show the card as this may cause public humiliation in front of their peers and may add to the anxiety of the student and thus contribute to poor behaviour. Some students will have cards which allow them to stand outside the class for a short period of cooling down time; others may be allowed to go to other locations e.g. Room 023. It is part of the teacher's responsibility to know the students in their class and to differentiate appropriately to their needs. Therefore, teachers should ensure they are aware of who has such a card and what this exit card allows. If a student leaves the class and is not waiting outside, then a message should be sent to assistance simply stating the student has used their Exit Card and left.

11. PASTORAL SUPPORT PROGRAMME

Primary:

- Pupils needing further additional support for emotional and behavioural needs will benefit from a Pastoral Support Programme. This will allow the parents and pupils to work in partnership with The Academy to maintain their school placement and receive appropriate additional support.
- The PSP will be written and managed by the SENDCo and class teacher. The PSLT will also maintain an overview.
- The PSP will be reviewed on a weekly basis with parents, pupil and relevant staff members.

Secondary:

- Pupils and students who are placed on the Pastoral Support Programme will be those whose behaviour is so poor that they are at risk of permanent exclusion or are receiving regular exclusions. Any pupil or student on a modified timetable will automatically also have a PSP issued.
- The PSP will be managed by the Pastoral Leaders in conjunction with a member of SLT.
- The Pastoral Leader will arrange a meeting with parents /carers to discuss the Pastoral Support Programme.
- The Pastoral Leader will ensure that SIMS/EduLink is kept up to date with all relevant information on the PSP tab.
- In the majority of cases the Pastoral Leader will arrange for the pupil or student to be placed on 'Red Report'. This is in addition to the electronic monitoring by staff and is for the pupil or student to evaluate their own progress and take ownership of it.
- The Pastoral Leader and/or member of SLT will meet with the pupil or student at least each week to review progress, and will keep parents informed of this progress by a telephone call at least once a week. They will also keep SLT fully informed via their weekly reports.
- It would be expected that pupils or students remain on the Pastoral Support Programme for 6 weeks.

- Unresolved issues may lead to the recommendation for the pupil or student to be placed on an Alternative Curriculum or to be considered for a Managed Move to another school. Relevant staff will be kept fully informed of any pupils and students who may need to be considered for a Managed Move.

12. INTERNAL EXCLUSIONS (REFLECTION)

Where incidents are so serious that they cannot be addressed through detention or other sanctions an internal exclusion (period of Reflection) in the Secondary or “Nurture” provision in the Primary phase of the Academy may be deemed necessary. The aim of Reflection is to provide an alternative to Fixed Term Exclusions which is an effective and strong deterrent.

Reflection takes place in “Inclusion” room or Room 317 for Year 11 in the Secondary and the “Nurture” room in the Primary. Pupils and students may be required to attend the Academy at different times of the day. Students in Secondary are not permitted to leave Reflection at any point in the day and are expected to work in silence. Therefore, they are excluded from the main Academy community. Should a student in the Secondary phase of the Academy receive three red sanctions in any one day they will be collected by the Year Team, placed in Reflection and expected to complete a 50-minute detention at the end of the same day in the Theatre.

13. FIXED TERM EXCLUSIONS

The Academy actively seeks to avoid exclusions in a variety of ways including the use of internal exclusion facilities. However, there are circumstances where a fixed term exclusion is the appropriate sanction. For example, pupils and students will be excluded for a fixed-term period (or permanent if necessary) if they use any form of physical aggression towards other pupils and students or staff. Pupils and students will also be excluded for other serious offences or breaches of Academy rules, including persistent disruption of the learning of others where other sanctions have failed to modify the pupil’s or student’s behaviour.

If a pupil receives a Red 5 in Primary, this indicates a fixed term exclusion and the Vice Principal will work with the family and class teacher to ensure future reduction of key behaviours. The parent and pupil will be expected to attend a **reintegration meeting**.

In Secondary, the Year Leader may initiate the exclusion by collating evidence and making a recommendation to the Assistant Principals, Pastoral. The final decision regarding the fixed term exclusion of pupils and students will be made by the Principal and Assistant Principals, Pastoral. The Year Leader or member of SLT will contact parents/carers by telephone to explain the reason for the exclusion and to make arrangements for reintegration. They will also inform them that work is available for them to collect from the Academy Reception. They will also email ‘exclusions’ notifying them that the exclusion has been issued, the number of days, the reason and the date for the reintegration. This will result in the formal letter of exclusion being issued to parents/carers.

The Year Leader what about Primary? must ensure that any incident leading to exclusion is fully documented, including the taking of written signed statements by all pupils/students involved in the incident (including witnesses). The original statement must be filed in the student file as soon as possible.

Pupils and students on fixed term exclusion will only be admitted back to the Academy following a reintegration meeting with the Vice Principal, Primary or Year Leader and appropriate member of SLT in Secondary.

A consistent and corporate approach is essential to the successful implementation of this policy. A controlled, positive classroom and Academy environment is the aim.

14. PERMANENT EXCLUSIONS AND MANAGED MOVES

Only the Principal can permanently exclude a pupil or student. All permanent exclusions must follow national and county guidelines.

There are some pupils or students whose behaviour continues to be totally inappropriate in school or who have committed a very serious one-off offence.

When the Principal has made the decision to permanently exclude a pupil or student the parents have the right to appeal to the governors and beyond them to the LEA Appeal Panel. The letter telling parents about the permanent exclusion should make it clear how the parents can make representation and the time scale for the appeal. The Principal must inform the governors and the LEA immediately.

The governors should meet within 15 school days of the exclusion. They can decide to reinstate a pupil or student, though DFES Circular 10/99 Annex D states that an appeal should not normally directly lead to re-instatement where a Principal has excluded a pupil or student in accordance with clearly stated provisions in the school's published discipline policy. In the case of The John Wallis Church of England Academy through the "Behaviour for Learning" Policy.

In order to avoid permanent exclusion, the Principal may decide to set up a Managed Move to another school for a pupil or student. Where this decision is taken, discussion will be undertaken with the Headteacher(s) of other school(s) usually through a Screening Meeting to ascertain the possibility for such a move. Following consultation, and a resulting agreement between Headteachers, the student will undertake a "trial period" of 6 weeks at the receiving school before a decision is made to take him/her on roll. A transition meeting will take place prior to the commencement of a Managed Move. Failure by the pupil/student/parent/carer to engage in the process may result in permanent exclusion.

15. SUMMARY

All members of the community of The John Wallis Church of England Academy share a common ethos and culture of respect:

- Respect yourself
- Respect others
- Respect your environment

It is our expectation that all members of our community model this respect culture at all times in our attitudes, words and actions. We will ensure high standards of behaviour and a clear focus on learning and teaching. Disruption of learning shows a disrespect towards others, prevents us from achieving our core business together and should be dealt with immediately.

Pupils and students will be expected to:

- Attend regularly.
- Arrive on time and fully equipped for the lesson/activity.
- Sit or work in the area designated by the teacher/leader of the learning.
- Show respect, politeness and courtesy at all times – saying 'please' and 'thank you'.
- Follow all staff instructions.
- Wear the full Academy uniform.

These values are exemplified through the use of the 'LIGHT' values at the Academy, and are a useful reminder to staff, pupils and students about how we should behave and act with one another:

- Love
- Integrity
- Generosity
- Hope
- Tolerance

We must continually remind ourselves that in The John Wallis Church of England Academy, our policy on behaviour is built on the belief that mutual respect for one another and the environment emphasises the presence of Christ throughout the community and reflects our Christian values.