



Behaviour for Learning Policy

	Position/Committee	Date
Prepared/Revised by	Dawn Nicholson Assistant Principal	November 2017
Chair of Committee	LGB	November 2017
To be reviewed	Every 3 years	November 2020

Crawshaw Academy Behaviour for Learning Policy 2017-18

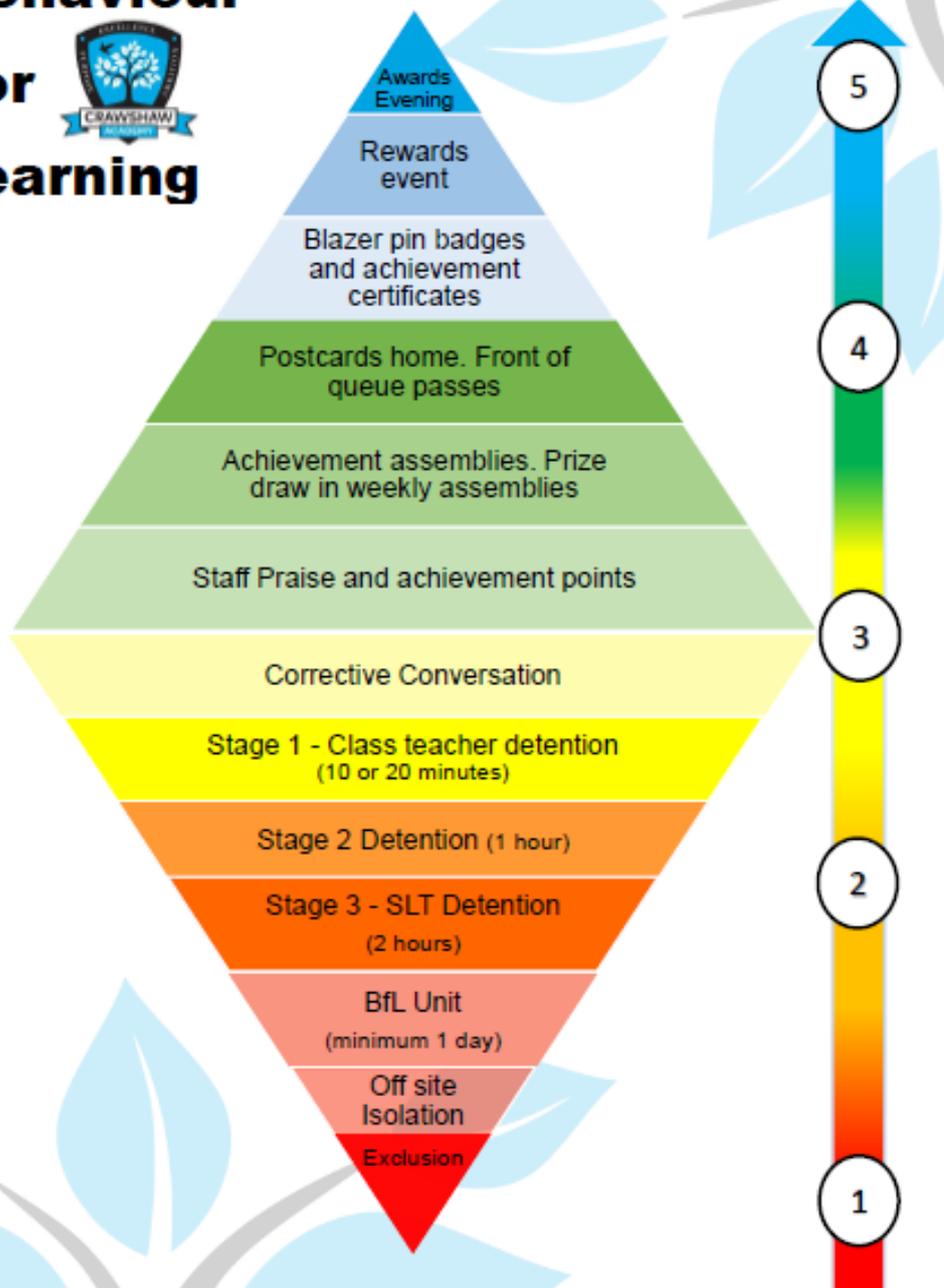
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Behaviour For Learning



Attitude to Learning



EXCELLENCE • PURPOSE • AMBITION

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Rationale

At Crawshaw Academy we aim to develop the very best behaviours for learning in our students. Behaviours which will enable them to succeed in their education and prepare them for the world of work and life beyond the school gates.

Our policies relating to behaviour for learning are based on the Crawshaw Standards which are inclusive of all students, staff and the wider community.

Rewards and Sanctions Policy

We base our Rewards and Sanctions on The Crawshaw Community Standards - a system of mutual respect between staff and students and ensuring that we always try to see the best in our students.

All students are expected to display the highest standards of behaviour and appearance and strive to achieve their potential by becoming responsible, independent work-ready citizens. We are creating an environment where learning is at the heart of everything we do and where all members of our community are able to learn and teach without distraction.

Underlying Principles

- **Good behaviour is based on good relationships**
- **The principle of Unconditional Positive Regard (seeing the good in everyone)**
- **All staff taking responsibility for the behaviour of their groups. Praise and sanctions applied as promptly to the time of desired/undesired behaviour so the student understands cause and effect**
- **The principle that engaged and motivated students behave well**

Our priority is promoting and rewarding positive learning behaviours rather than trouble shooting behaviour that disrupts the learning of others. We are keen to support students to make the right decisions and promote their own learning.

All students are expected to display the following attributes both inside and outside the Academy.



CARING

RESPONSIBLE

ADVENTUROUS

WORK READY

SUPPORTIVE

HONEST

ACTIVE

WILLING

Crawshaw Community Charter

It is our responsibility to;

- Be respectful to everyone.
- Attend school every day.
- Arrive at school on time, in the correct school uniform with all your equipment.
- Walk on the left-hand side of the corridor and staircases.
- Not wear coats in school.
- Keep your phone turned off and safely in your bag.
- Eat food only in the canteen.
- Place all litter in the bins provided.
- Refrain from having any chewing gum or energy drinks in school.
- Stand behind desks after entering a room and wait to be seated.
- Participate fully in lessons and try your best at all times.
- Follow instructions first time, every time.

First time, every time.



In addition, students will also follow the behaviour and appearance guidelines when

- On trips and visits organised by the Academy

- Travelling to and from the Academy

Students are expected to continue their positive behaviour when outside the Academy and remember to:

- Be polite to members of the Academy and local community
- Respect the property of others
- Place all litter in the bin
- Avoid being drawn into any anti-social behaviour

Rewards

All staff need to be consistent in their application of the rewards and sanctions as outlined in this policy.

It is the responsibility of all members of the Academy community to encourage positive behaviour and reward students for:

- Having a consistently high attitude to learning
- Excellent classwork or homework
- Positive contribution in lessons
- Supporting and contributing to the Academy community through extracurricular activities
- Achieving targets in assessments, examinations or controlled assessments
- Excellent attendance and punctuality
- Upholding the Crawshaw Community Standards
(Examples of possibilities, the list is not exhaustive)

All staff, at all times should seek to encourage and praise students informally using:

- Verbal praise
- Comments in planner
- Asking another member of staff to pass on your praise
- General praise to the whole group when things are going well, routines/rules being used well
- Display of student's work
- Comments on work and letters /phone calls home
- Choice of activity/special responsibility
- Visit to the Principal/SLT/ELT/Year manager
- Announcements in assembly/mention in ebulletin/mention on the website

The following will be used on a daily and termly basis to formally recognise achievement and success

- Praise postcards can be used by all staff to recognise any success
- Recognition for academic success – Year Managers will celebrate the success of students who are making the most levels of progress at each data collection point and invite students to a break time celebration event. Refreshments will be provided and success formally recognised
- Using Classcharts in KS3 and KS4 students can be awarded positive behaviour points. These will accumulate to achieve certificates as outlined below and be awarded in celebration assemblies
- Stamps in the student's planner reflect the points awarded to students
- Upper and Lower School Awards ceremonies where parents/carers will be invited will be held in July when we will celebrate the success of our students

<p>Bronze – 70 points accumulated</p> <p>Silver – 150 points accumulated</p> <p>Gold – 150 points accumulated</p> <p>Platinum – 350 points accumulated + 96% attendance</p> <p>Diamond – 500 points accumulated + 96% attendance</p> <p>Certificates will also be awarded for 100% attendance and 100% punctuality</p> <p>Certificates will be awarded each term for outstanding positive behaviour (No negatives points)</p> <p>Principal's Award – A nomination from each faculty each term. To be decided in faculties</p> <p>Letters will compliment these achievements</p>
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Figure 1: Points required for Certificates

Sanctions

It is the responsibility of all staff to ensure that the implementation of the policy must be consistent, fair and proportionate. Therefore, when deciding to implement sanctions staff will always have due regard for:

- The Equality act 2010 and make reasonable adjustments for protected characteristics where it is considered these may have had a contributing factor
- Students who are on the SEND register and will investigate through liaison with the SEND team whether these needs have played a particular part in the behaviour displayed and whether their behaviour is the result of unmet educational needs. At this point it may be appropriate to consider whether a multi-agency assessment is required
- Whether the behaviour displayed gives cause to suspect that a child is suffering, or is likely, to suffer significant harm. Where this is the case, staff should follow the Academy Safeguarding Policy and report any concerns to a member of the designated Child Protection team

In accordance with the Education and Inspection Act 2006 students may be subject to the behaviour policy for any misbehaviour when a child is:

- Taking part in any Academy organised or Academy related activity
- Travelling to or from Academy
- Wearing Academy uniform
- In some other way where the student is identifiable as a student of the Academy

Or where misbehaviour at any other time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of Academy
- Poses a threat to another student or a member of the Academy community or a member of the public
- Could adversely affect the reputation of the Academy

This is not an exhaustive list and other similar scenarios will inevitably present themselves.

Class Teacher Expectations

- All teachers welcome students to the lesson and let them in to the classroom
- Students stand behind their chairs and wait to be invited to sit down
- The **Ready to Learn** slide is clearly on display for students to read/ think about whilst waiting (First time, every time slide to be used during form time)
- A clear seating plan is in place (on Classcharts)
- The lesson is planned to ensure all students can access content and demonstrate progress
- The teacher uses reward strategies regularly and effectively
- The teacher uses sanctions, if necessary, in a consistent manner to support classroom learning

Behaviour Management in lesson

- Developing a clearly understood relationship with students is essential.
- If students misbehave in class, they will be given a verbal warning and the opportunity to correct this behaviour
- If they continue to misbehave or disrupt learning they will have their name written on the board
- Further disruptive behaviour requires Faculty Removal (Using the Rota, a copy of which should be displayed in each classroom)
This results in a **20 minute detention** (see figure 3 below)
- Disruption in Faculty Removal will result in on call being requested.

Detentions

Staff may deem it necessary to use a detention within the normal Academy day or outside the normal Academy day to manage breaches of the behaviour policy.

Outside the normal Academy day may apply to after the end of the school day, weekends and INSET days.

It is accepted that good discipline and behaviour in the Academy is everyone's responsibility. The Academy operates a **four tier approach** for detentions **to identify the escalating serious nature of the incident.**

- | | |
|--------------------------|---|
| 1) Stage 1: | 10 minute – Class Teacher |
| 2) Faculty Team Stage 1: | 20 minute – Class Teacher and/or Faculty Leader |
| 3) Stage 2: | 1 hour detention |
| 4) Stage 3: | 2 hour SLT detention (Mondays) |

- Further instances of disruptive behaviour will result in a strike through their name. At this stage a name on the board, with or without a strike results in a corrective conversation (-1).
A second strike (which forms an X) results in a 10 minute detention which will include a restorative conversation.

Your Behaviour Your Choice Descriptions

Sanction	Examples of poor learning behaviour	Recording and contact with home Parental Contact. (Logged on SIMs)	Led by	Duration	When	Nature
Class Teacher Behaviour Management Strategies						
<ul style="list-style-type: none"> Establish clear classroom expectations. Ready to Learn (First Time Every Time) Give students the opportunity to demonstrate the correct behaviour 						
Corrective Conversation	Verbal Warning	Recorded on Class Chart	Class Teach		End of Lesson	Restorative
Stage 1	<ul style="list-style-type: none"> Failure to respond to verbal warnings. 	Recorded on Classcharts Possible parental contact, discussion at parent's evenings and/or telephone call	Class teacher	10 mins	Break, lunch or after school in classroom.	Restorative conversation, homework completion.
<ul style="list-style-type: none"> On the rare occasions where unacceptable behaviour continues despite best efforts to use classroom management strategies effectively it may be necessary to refer students to your Faculty Leader If On call has been requested to support faculty relocation due to persistent poor behaviour in the classroom this will result in a 1 hour detention if removal completed. 						
Stage 1	<ul style="list-style-type: none"> Failure to attend class teacher detention Persistent issues in the faculty Repeated failure to complete homework in the faculty 	Recorded on Classcharts Letter home to repeat offenders	Class Teacher and / or Faculty Team	20 mins	Lunchtime or after school in faculty area	Restorative conversation and/or Homework/ classwork completion
Stage 2	<ul style="list-style-type: none"> Repeated failure to correct behaviour Failure to attend stage 1 detention If the student refuses removal they will be 	Recorded on Classcharts Phone call home from YM for non-attendance	Rota of teaching staff	60 mins	Tuesday, Wednesday and Thursday after School in the Canteen	Reflection time restorative conversations

	isolated for the rest of the day <ul style="list-style-type: none"> • Issues in numerous subjects 					
SLT Detention	<ul style="list-style-type: none"> • Failure to attend stage 2 detention • Verbal/physical threatening behaviour 	Referral form to SLT Recorded on Classcharts Phone call home from YM for non-attendance Invited to a meeting with YM within 7 days	SLT	60 to 120 mins	Mondays after school in 'The Canteen'	Reflection time Classwork, homework, restorative conversations
Isolation - Behaviour for Learning Unit	<ul style="list-style-type: none"> • Refusal to hand over mobile phone • Refusing removal • Persistent defiance • Return from exclusion • Serious incidents. (See page 12) 	Phone call home from YM Pink slip and Classcharts filled in with detail Referral form to be filled in	BFL unit manager and staff on rota	All day	BFL Unit	Class work provided by class teacher

Figure 3: Behaviour Outcomes

Good Practice when Applying the Sanction of a Detention

Staff will always endeavour to apply the policy fairly and as such whole class detentions should not be operated as a matter of course. These should only be resorted to when the behaviour displayed provides a significant risk to the rest of the Academy community and time is required to immediately investigate the matter.

Whilst parental consent is not required it is recognised that good communication with parents is important and as such staff will provide 24 hours' notice of an after Academy (school) detention longer than 10 minutes and the duration. This will be communicated through Classcharts and a text message.

Staff must always consider the safety of the student when applying the sanction of a detention and must consider whether the detention would place that student at risk, whether the student is known to have caring responsibilities or whether there are suitable travel arrangements in place for students to get home safely, it does not matter that these arrangements may be inconvenient for the parent.

Staff who conduct break and lunch time detentions will always allow reasonable time for students to eat drink and use the toilet.

Monitoring Behaviour

If a student is not displaying the right Attitude to Learning (A2L) in a subject, they may be placed on Faculty Monitoring Card. It is the role of the class teacher and the Faculty leader to have a conversation with the student to reinforce the high expectations we have at Crawshaw Academy.

The Attitude to Learning descriptors shown in Figure 4 below identify our expectations

Where a student is below expectations they will be monitored for two weeks and report to the faculty leader. Targets will be set with the class teacher and the student.

If a student is placed on faculty report in 3 or more subjects, they will be placed on form tutor report and monitored by their form tutor for two weeks (See figure 5)

Trigger points for Reports.

- Should a student be removed from 2 or more lessons in one day or 3 or more in a week then the Year Manager will contact home and arrange a meeting with parents, they will be placed on Green A2L Support Booklet and report to the form tutor each day for a period of two weeks. This is phase one and parents will be contacted by the Year Manger to review progress at the end of this period. If further intervention is needed, then parents will be invited into school for a meeting.

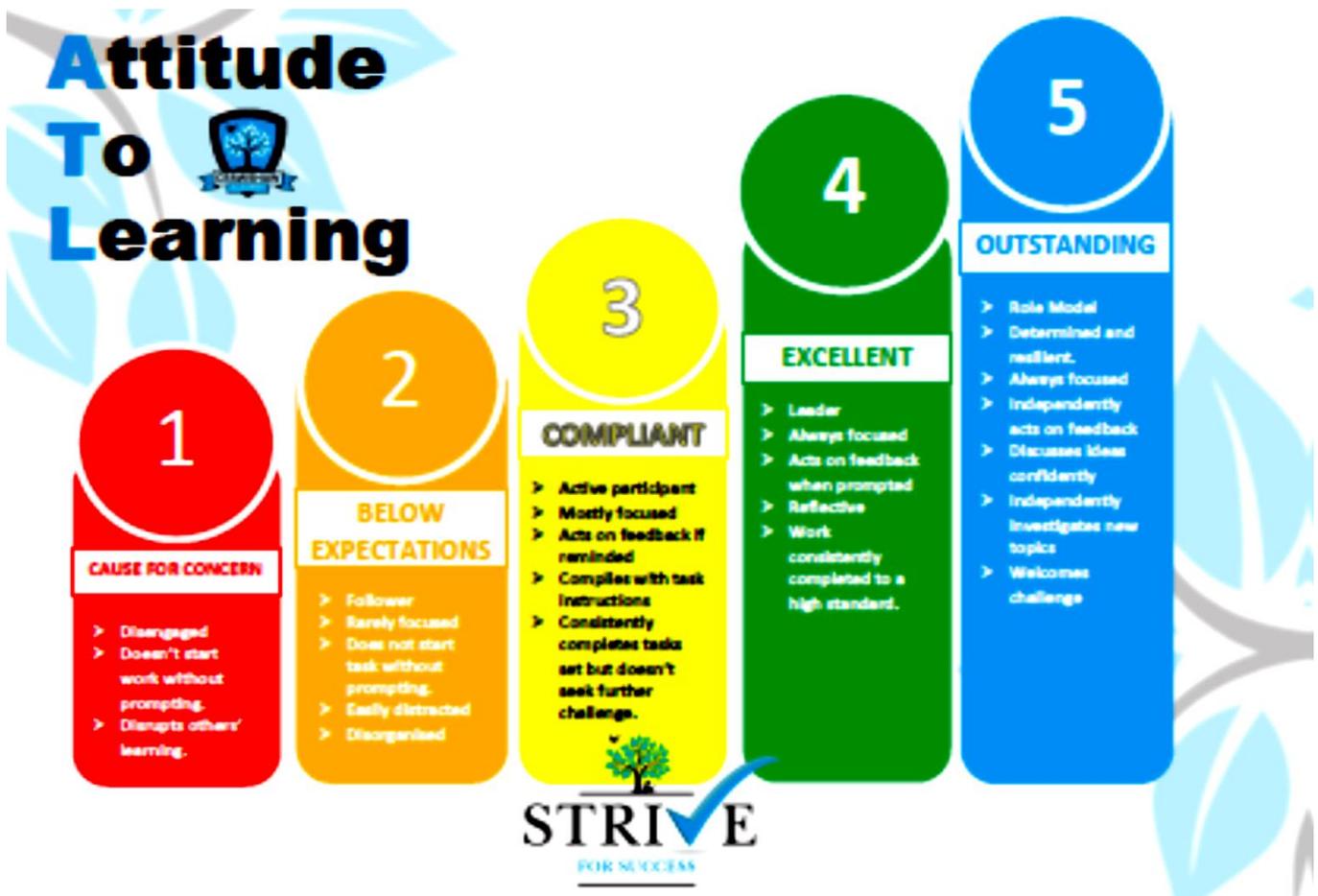


Figure 4: Attitude to Learning Descriptors

- If a student has failed they will move onto Phase 2 and report to the Year Manager daily and completed year report. Targets will be set and parents/carers invited in again after two weeks. If successful they will come off the support plan
- If further intervention is required again students will report to SLT every day. The maximum duration of a SLT report is six weeks. If successful the student will go back to Year Manager Report, monitored by Year Managers to ensure continuation of good learning habits. However, if further intervention is required again there will be a Pastoral Support Plan implemented which will be agreed by parents, student and staff. (6 Weeks maximum) Failure to comply with Pastoral Support Plan targets will result in Isolation/fixed term exclusion. This will trigger a Governors Disciplinary Panel meeting to consider the future education of the student
- From time to time students may be placed on an A2L Faculty Monitoring Card for lack of progress being made in a particular curriculum area. The Faculty Leader will ensure appropriate A2L targets are set and monitor progress against these targets for a maximum of two weeks. Year Mangers will monitor the overview should a student be on more than one Faculty Report Card. If this is the case, then students will move onto Form tutor report.
- Attitude to Learning data is collected every lesson through Sims register. Any input other than 3 should be matched with a reward or sanction on Class Charts. Students who are late to class start on a 2 and can achieve no higher than a 3.

Procedures for placing a student on report

Students can be placed on an A2L Faculty Monitoring card at the discretion of the class teacher and Faculty Leader.

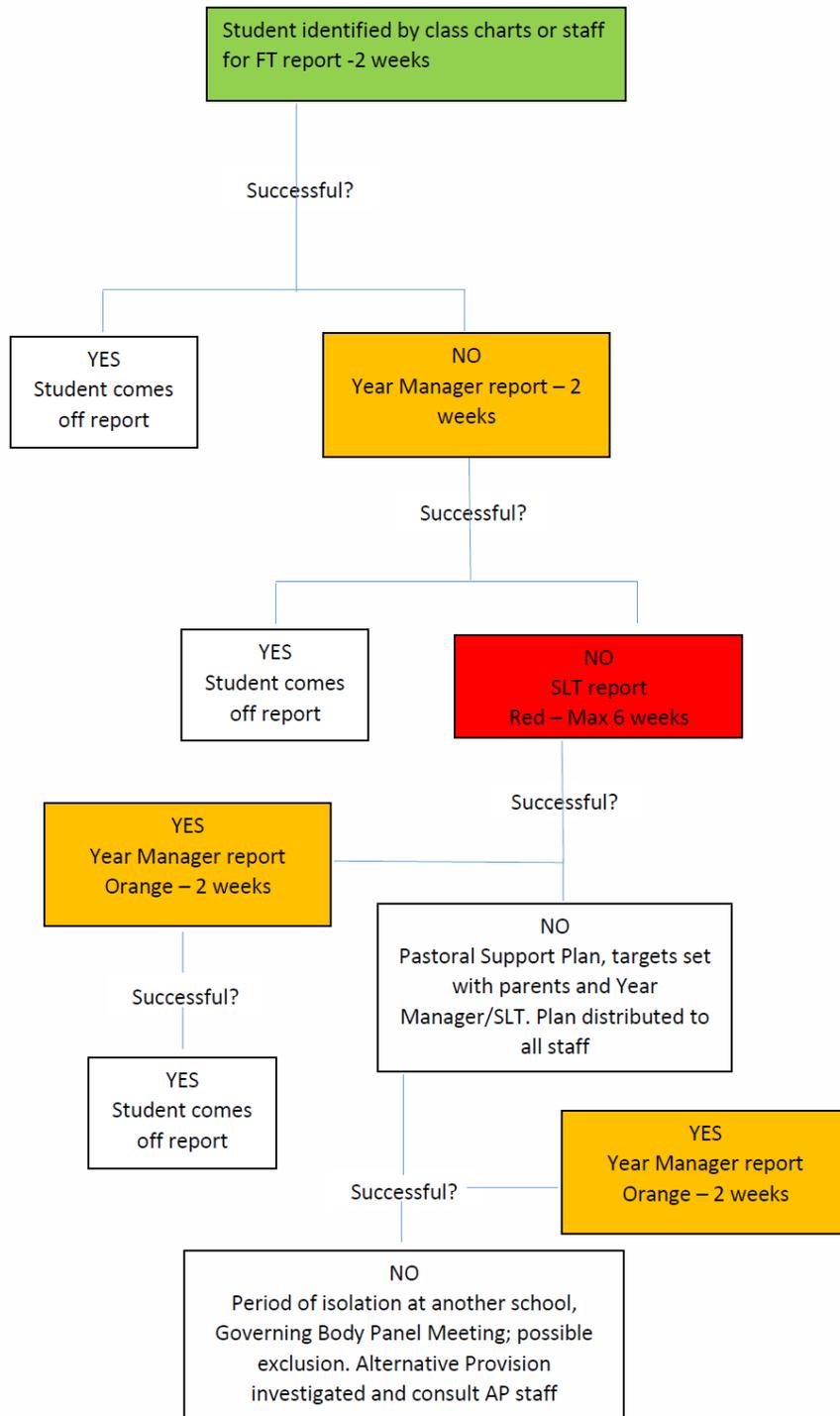


Figure 5: A2L Flow Chart

Serious Incidents

In line with the existing Academy Expectations, there are a number of behaviours that are non-negotiable and will be dealt with by requesting On Call staff to remove the student from a classroom, issuing either a day/s in Isolation or a Fixed Term Exclusion. If a student is placed in isolation Year Managers will ring home that day. A parental meeting will take place for all exclusions in the form of a return to school meeting. This meeting should take place on the day the student is expected back in school. A staff member should record serious incidents on Classcharts and complete a pink slip which should be sent to the Year Manager as a matter of urgency. The staff member recording on the pink slip will receive feedback when a decision is made regarding sanctions for the serious incident. Reasonable adjustments will be made for students with SEND and vulnerable students.

Examples of serious incidents might include:

- Blatant defiance, including walking away when being spoken to by any member of staff
- Violence (violence will not be tolerated. Each case will be dealt with individually, looking at the circumstances and will have the most serious consequences)
- Abusive language to or in the direction of any staff member
- Abusive language regarding any protected characteristic

Protected characteristics

- age;
 - disability;
 - gender reassignment;
 - marriage and civil partnership;
 - pregnancy and maternity;
 - race;
 - religion or belief;
 - sex;
 - Sexual orientation.
- Harassment or bullying.
 - Anti-social behaviour: spitting, graffiti, vandalism
 - Damage to property or theft

Any act in public that brings the school into disrepute, any crime relating to violence, drugs or carrying weapons, may result in permanent exclusion.

Students will be expected to demonstrate that they are ready to return to mainstream lessons, and ready to engage in learning without disrupting the learning of others. The message to students in the Behaviour for Learning Unit is clear: they are only there because of the poor choices they have made and we will not tolerate behaviour that disrupts the learning of other students or spoils the learning environment we have created.

Behaviour for Learning Unit - Isolation

The Academy has a Behaviour for Learning Unit that we use to place students in when they have breached the Academy Expectations with a serious incident or they have refused to follow Academy rules after repeated attempts to help them make the correct choice.

Students will also spend a day in here on return from a fixed term exclusion. This will help them re-focus on learning and all students will be able to order their lunch from a limited menu and can visit the toilet. On return students who have had a fixed term exclusion of three or more days will be supported by SLT report which will be reviewed after two weeks with parents.

Confiscation of inappropriate items

There are two sets of legal provisions which enable the Academy to confiscate items from students

The general power to discipline as described in School Discipline and Exclusions. (Gov.uk)

It enables staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability to damage to, or loss of, any confiscated items. Confiscated items can be collected by parents if it is not deemed necessary to inform the police. Energy drinks will be disposed of, tobacco products will be disposed of, phones will be returned.

Power to search without consent for prohibited items including

- Weapons, e.g. knives
- Alcohol
- Illegal drugs and any associated paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- anything that has been, or is likely to be, used to cause injury or commit an offence

Weapons e.g. knives and extreme or child pornography (and illegal drugs) will always be handed over to the police, otherwise it is for the Academy to decide, if and when, to return a confiscated item

Legal requirements of a search

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as the student.

The search witness must also be the same sex as the student if possible. The student must not be asked to remove clothes, other than outer clothing like a coat or blazer.

If there's a risk of serious harm to a person if the search is not conducted immediately, a student may be searched by a person of the opposite sex and without another member of staff present.

Searching, screening and confiscation at school (electronic devices) per (DfE, January 2018)

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the Academy

The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Exclusion

Where students are continually failing to respond to sanctions or for a one off serious incident exclusion may be considered by the Principal.

Fixed period exclusion

A fixed period exclusion is where your child is temporarily removed from Academy. They can only be removed for up to 45 Academy days in one Academy year.

If a student is excluded for a fixed period, the Academy will set and mark work for the first 5 Academy days.

If the exclusion is longer than 5 Academy days, the Academy will arrange full-time education from the sixth Academy day.

Permanent exclusion

Permanent exclusion means the student is expelled. The local council must arrange full-time education from the sixth Academy day.

Alternative education and exclusion

The Academy must tell the parent/carer about any alternative education they or the local council arrange. It is their responsibility to make sure the student attends.

The parent/carer should contact the Academy (for fixed period exclusions) or the local council (for permanent exclusions) if they have not arranged anything after 5 days, or if they have a complaint about the provision.

The Principal has the right to issue fixed term exclusions to any student.

The following are examples of breaches of the behaviour for learning policy and could result in fixed term exclusion. In all cases parents will be informed.

- swearing directly at staff
- bullying
- assault
- fighting
- racist acts
- improper use of technology, including social media
- theft or receipt of stolen property
- damage to Academy or student property
- disruptive behaviour in or out of the classroom
- Persistent failure to respond to sanctions or the uniform code

- Malicious accusations against staff of the Academy
- Possession of obscene or inflammatory materials

Permanent exclusion would be seriously considered in the following circumstances

- supply or the attempt to supply illegal substances
- assaulting a member of staff
- persistent bullying/racial abuse/physical aggression
- possession of an offensive weapon
- where the health and safety of the Academy community are at serious risk
- malicious accusations against members of the Academy staff
- failure to respond to previous fixed term exclusions
- bringing the Academy into disrepute

(There may be other circumstances, this is not an exhaustive list)

Before reaching a decision, the Principal will consider all evidence to support any allegations made and a decision to exclude for a fixed period or permanently should only be taken if satisfied that, on the balance of probabilities, the student has done what he/she is alleged to have done and allowing the student to remain in school would seriously harm the education and or welfare of students or others in the Academy.

The Academy follows the Department for Education guidance in relation to permanent exclusions, a copy of which can be found on their website. Where breaches of the above expectations have been made Academy may also choose to inform the police or where there is damage to property, request reimbursement of costs occurred. A copy of the academy's complaints procedure may be requested by parents/carers via the academy reception or website.

Appendices

Appendix 1: Rewards and Sanctions Pyramid

