

# **Evelyn Grace Academy**

## **Behaviour for Learning Policy**

**Promoting a Positive Learning  
Culture and Environment**

## **Introduction**

The starting point for the Culture and Ethos Policy is the establishment of the basic ground rules of the school. This implies acceptance of the following:

- Schools are primarily about learning
- Everyone has the right to learn
- Everyone has the right to safety and security
- All individuals are of equal worth
- Attendance is compulsory

The important thing is that there is a set of ground rules which define the purpose of EGA and these cannot be negotiable. We aim to challenge and support all students to achieve their highest potential, and promote the type of environment where this is possible. This policy outlines the systems that we operate in school and the reasoning behind them.

## **Aims**

The school aims to provide:

- An optimal learning environment so that student potential is attained.
- A community ethos which respects and tolerates all
- A common rewards system to provide positive encouragement, praise and recognition of good behaviour and effort
- Sanctions which address persistent behavioural problems
- Support for students with learning and/or behavioural needs.
- A consistent and fair response to behavioural issues
- Rules that clearly define the limits of acceptable and unacceptable behaviour

Challenging inappropriate behaviour and rewarding excellent effort and achievement is everyone's responsibility. All staff are expected to follow procedures when dealing with behaviour around Academy and in lessons. The manner and consistency of our daily interactions with students send clear messages about our expectations and the degree to which we treat everyone fairly and with respect. Successful interaction happens when all adults choose to be positive, to encourage and develop a habit of regular praise and celebration of success rather than continuous threats, shouting, reprimands and sanctions.

## **Standards of Behaviour and Academy Ethos**

The adults encountered by our students at academy have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on students.

The Adults at EGA will aim to:

- create a positive climate for learning with high expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

## **The Curriculum and Learning**

The Academy believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons will have clear objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping are supportive activities, providing feedback to the students on their progress and achievements signifying that their efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall the classroom will provide a welcoming environment. Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding, which will enable students to work in co-operation with others. Praise will be used to encourage good behaviour as well as good work.

## **Rewards**

Emphasis will be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts
- Collective or individual praise in assemblies (e.g. good behaviour on an Academy visit)
- The obtaining of merits for good work and academic achievement with rewards given on a regular basis and recorded on e-portal
- Written or verbal communication with home praising high standards of behaviour
- End of year outings, which reward high standards, including behaviour

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the academy community.

Sanctions may include the following:

- Expressions of disapproval
- Withdrawal of privileges
- Detention
- Referral to Form Tutor, Head of Department, Director of Learning, Head of Key Stage, Vice Principal, or Principal depending on the nature and severity of the misbehaviour
- Letter to parents/carers
- Placing on a Weekly Behaviour Report
- Referral to the Academy's Inclusion centre
- Exclusion from the Academy

Where anti-social, disruptive or aggressive behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies to receive specialist help.

## **Communication with Parent(s) / Carer(s)**

The Academy gives high priority to clear communication and to a positive partnership with parents and carers. This communication is crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a student is giving cause for concern it is important that all those working with that student in academy are aware of those concerns, and of the steps, which are being taken in response. The key people in this process are the Form Tutor and Director of Learning, both of whom have the initial responsibility for the student's welfare. All communication will be recorded on e-portal.

## **The Academy Rules**

### **General**

- Every student must come to school prepared to learn with the right equipment and the right attitude
- Every teacher will come to school prepared to teach using different strategies designed to meet students' needs
- Every individual in our school community must respect themselves, others and respect other people's property
- Inappropriate touching, hitting, slapping or fighting are never acceptable
- Any form of bullying, verbal or physical, including racist, sexist or homophobic bullying, is not allowed and will be dealt with very seriously
- Regular and punctual attendance is required by law. All students must be in their form rooms at 8.30am
- Authorised medicines and tablets must be deposited with the Main reception at the start of the day
- All buying and selling between students at school is forbidden

### **Uniform and Equipment**

- A pen, pencil, ruler and planner are needed for every lesson
- Students should arrive at school clean and tidy each day wearing full school uniform  
Parent(s)/Carer(s) should inform Form Tutors in writing if any difficulties arise in providing the correct uniform
- Full school uniform must be worn to school events (such as Parents Meetings, Parents Evenings etc).
- All items must be marked with the name of the owner
- An approved school bag is compulsory. Bags must be big enough to hold A4 folders
- Hair styles must be neat, natural and tidy without designs; cut-ins, colouring or elaborate extensions
- Jewellery is not permitted and could be a safety hazard. Girls are allowed to wear one pair of small plain gold or silver stud earrings
- Trainers are not acceptable as academy uniform and are only allowed in P.E. lessons
- Expensive property that is not essential for school should not be brought into the Academy. The Academy does not accept responsibility for any valuable items that lost, stolen or damaged
- Mobile phones are to be switched off and out of sight in and around the Academy. **If seen or heard, the mobile phone will be confiscated until the end of the day on the first occasion and for longer on any subsequent occasions, unless collected by a parent/carers. The academy does not accept responsibility for mobile phones that are lost, damaged or stolen.**

- I-pods and MP3 players, CDs, hand held computer games and headphones are not allowed to be bought into the academy and **will be confiscated until the end of the day on the first occasion and for longer on any subsequent occasions, unless collected by a parent/carer.**

### **Morning Registration**

Registration is both a legal and Health & Safety requirement.

- Students must be in form rooms by 8.30am ready for morning registration
- Students arriving after 8.30am will be recorded as late and will serve a same day one hour detention
- Students arriving after 8.30am must enter via the Loughborough Road gate and report directly to the main reception where they will be issued with a late slip
- Late students will NOT be admitted to any lesson without a slip

### **During Lessons**

- Students must complete their class work and record or submit homework
- Homework is an essential part of succeeding at EGA and should be handed in on time
- Books, equipment and property should be treated with respect. Students will be required to replace or meet the cost of lost or damaged property
- Certain subjects such as Technology, Food Technology, Science, Performing Arts and PE have special rules which must be obeyed for the safety of all students
- Students should use the toilet at the beginning of the day and at lunchtime. A teacher will allow a student to go to the toilet if there are special circumstances
- Chewing gum, eating and drinking (other than water) is not permitted during lessons

### **Around The Academy**

- Students should move around the Academy sensibly and remember to keep to the left on corridors and stairways
- Outdoor clothing including hats must be removed in the building
- Certain areas are out-of bounds to students at all times. These areas will be explained to students
- Cycling is not permitted in the academy grounds as it is a health and safety risk

### **Communication with Home**

- Any student needing to leave academy during the day must have written permission from parent(s)/carer(s) and the Head of Key Stage or Vice Principal Pastoral
- Students must sign out at the main reception when leaving the premises
- In case of unexplained absence students must bring a note of explanation, written by their parent(s)/carer(s), to their form tutor, confirming the days absent, on the day of their return
- If parent(s)/carer(s) wish to take their child on holiday during term time, they should firstly seek permission from the Principal
- Parents(s)/carer(s) who need to contact their child urgently are to contact the main reception

### **Banned from the academy**

Being mindful of the need to ensure the safety of students and staff, the Governing Body have a zero tolerance policy regarding the following:

- The possession or use of any drug, including when entering and leaving the academy premises, is strictly forbidden
- Bringing intruders on site / in the vicinity is strictly forbidden
- Bringing into the academy or being in possession of any weapon in the academy is strictly forbidden
- Students bringing the Academy's name into disrepute

**Any breaches of this section regardless of the circumstances, will result in recommendation for permanent exclusion from the academy.**

## **Student Code of Conduct**

### **As agreed with the Student Council**

#### **In lessons we agree to:**

- work to the best of our ability
- follow the teachers instructions
- have all the books and equipment necessary for work in each lesson
- make sure our behaviour helps us and others to learn
- respect equipment and resources
- demonstrate courtesy and good manners by listening respectfully when others are speaking
- show mutual respect to everyone in the classroom
- refrain from chewing, eating or drinking in classrooms
- attend all lessons and be punctual

#### **At all times we agree to:**

- treat others as we would wish to be treated
- speak to other people with respect
- never speak disrespectfully about another person's parents or family
- walk along corridors keeping to the left side.
- hold doors open for other people
- act responsibly when other people upset us by:
  - ✓ *Thinking before we act*
  - ✓ *Trying to deal with the matter calmly and peacefully*
  - ✓ *Asking a member of staff we trust to help us sort things out*
- help and respect everyone who works in the academy
- report all incidents of bullying
- not involve ourselves in other people's arguments and try always to be the peacemaker

#### **Regarding property we agree to:**

- keep mobile phones switched off and out of sight at all times during the academy day and understand that the Academy accepts no responsibility for loss or damage to these items
- respect all personal property
- put litter and other rubbish in the bins provided
- report all damage to property immediately

- leave at home all personal items which are not needed for learning

### **In the local neighbourhood we agree to:**

- behave in a way that will make people glad that Evelyn Grace Academy is part of their community
- be good representatives of the Academy
- show respect to others
- under no circumstances do something that brings the school into disrepute
- keep the neighbourhood free of litter by placing all wrappers, paper, cans and other rubbish in rubbish bins
- exhibit good behaviour when travelling to and from school
- use appropriate language in public
- use appropriate manners at bus stops and on public transportation (no rough play or being loud on the buses or at the bus stops)
- refrain from fighting with students from EGA or from any other school, as this will be treated as a fight in school

## **Responsibilities and Guidelines**

### **Form Tutors**

It is the form tutor's responsibility to form trusting, positive relationships with those in the tutor group. The tutor also promotes students' welfare and their moral and spiritual development. The tutor clarifies school expectations and promotes school rules and policies, reinforced by regular praise for those who arrive on time, fully equipped and in perfect uniform. The tutor is usually the first point of contact with parents. If form tutors make **telephone contact** with parents/carers they will record this on e-portal, in order that the student records are accurate. If students do not respond to **Level 1 or 2 sanctions** including **tutor report** then a referral must be made to the Director of Learning. Tutors will encourage students to collect merits. Tutors will identify students who deserve a special mention at assemblies.

### **Class Teachers / Support Staff / Cover Supervisors**

Class teachers and support staff have a responsibility to reward positive behaviour and challenge behaviour at **Level 1 and Level 2** and make referrals for **Level 3**. If a class teacher has a concern with low-level disruption in their lessons then they will take the necessary steps to deal with that behaviour themselves in the first instance. This might involve:

- a final warning being given where previous warnings have failed to curb the behaviour
- a quiet word outside in the corridor, away from an audience.
- a short same-day detention, up to 20 minutes - Parental contact not necessary for this length of time
- placing a student with a nearby colleague using the department's Alternative Study room rota. Parental contact should follow this action
- speaking with authority, being clear, measured, calm and respectful. An irritable or hostile tone gives something negative to react to

Subject teachers and subject areas need to take ownership of student behaviour in the first instance. It undermines the teacher's authority if in the first instance incidents are referred upwards for someone more senior to resolve on the teacher's behalf. It is important to develop a positive respectful

relationship with the students. If learning is not happening the way it should, it is important that parents are informed in order to gain their support.

## Head of Department

Subject leaders must have oversight of the policy within their curriculum area and behaviour and rewards should be a **standing agenda item** at department meetings. Under the policy, classroom incidents will be referred in the first instance to the Head of department and who will apply **level 3 sanctions**. If the matter is more serious, such as **level 4**, or students do not respond to **level 3** sanctions then the incident should be referred to the Director of Learning.

Subject leaders will implement an **Alternative Study Room** rota within curriculum areas to support colleagues and ensure the learning area is calm. Departments will work collectively with **on-call** to manage corridors and areas around their department. Heads of Department will have oversight of subject reports for their curriculum area.

## Director of Learning

The Director of learning will ensure that form tutors are following the policy guidelines especially with regard to rewards and **level 1 – 2** sanctions. If an incident is referred to the Director of Learning from a subject leader **level 4 - 5 sanctions** apply. These sanctions include Director of learning detention, Saturday detention or recommendation for external exclusion. The Director of Learning will keep records and monitor closely students who are at risk of exclusion and are not making the expected academic progress. They will work closely with support staff and Learning Mentors to organize Pastoral Support Plans. The Director of Learning will attend multi-agency meetings with students who are a serious cause for concern and make the necessary inclusion referrals.

The Director of learning has a key role in setting expectations and the ethos amongst the Year group.

## Head of Key Stage

The Head of Key Stage has strategic oversight for behaviour across the key stage. The Head of Key Stage will organize and chair regular **Year group behaviour strategy meetings**. They will monitor and support the behaviour and reward policy through line management and on a daily basis and are responsible for setting expectations and ethos across the key stage. The Head of Key Stage will recommend exclusions to the Vice Principal Pastoral who will refer to the Principal for the final decision on whether a student should be excluded from school.

## Vice Principal Pastoral

The Vice Principal Pastoral has strategic oversight for behaviour across the academy. The Vice Principal Pastoral will organize and chair regular **multi-agency strategy meetings** with students who are a serious cause for concern and will recommend exclusions to the Principal for the final decision. The Vice Principal Pastoral is responsible for the implementation of the culture and ethos policy across the academy. The Vice Principal Pastoral will report to Governors and work with Governors to review the policy.

### Year group behaviour strategy meetings

- Identifies students causing concern
- Agrees, implements and monitors strategies to achieve change
- Shares information with all staff so that there is an agreed approach to dealing with identified students

### Multi –agency strategy meetings

- Identifies students causing concern
- Agrees, implements and monitors strategies to achieve change in conjunctions with different agencies
- Shares information with staff as required

## Principal and Governors

The Behaviour Policy will be reviewed by the governing body in accordance with their action plan and part of the school development plan. Governors will familiarize themselves with the policy and each stage and be fully aware of their involvement. Governors will play an active role by forming and leading the discipline committee for students who reach **level 6**

## Rewards

At EGA we operate a merit system for KS3 and KS4 students. The aim is that the students achieve the highest standards of behaviour, co-operation, helpfulness and contribution to school activities.

Examples of the types of behaviour for which merits are awarded

- Excellent conduct around the school
- Excellent homework
- Significant contribution to learning
- Excellent effort
- Excellent achievement
- Consistently meeting Academy expectations

## Merit Reward System

Merit points are a quick and easy way to acknowledge students' effort and quality of work. When enough points are collected students will be rewarded with certificates and prizes.

<b>Merit Tariff (per term)</b>	
80 Merits	<b>Bronze Certificate - Form Tutor's Prize</b>
150 Merits	<b>Silver Certificate - Director of Learning Prize</b>
250 Merits	<b>Gold Certificate - Head of School Prize</b>
350 Merits	<b>Platinum Certificate - Principal's Prize</b>

## Class teacher good news cards and letters

Good news cards are available from the main reception and teachers will use the cards when students have worked hard over a number of lessons, done well in an assessment or made good progress towards academic targets.

## Curriculum / Department Awards

Subject leaders will have rewards as a standing agenda item at department meetings and will monitor rewards on a termly basis. Curriculum areas and departments are responsible for managing behaviour in their areas and therefore rewards form an important part of the policy. Healthy

competition exists amongst all areas of the school for being innovative and creative in their areas for rewarding students. Middle managers will be asked through line management what rewards are being issued.

#### **Weekly Attendance and Punctuality Prize**

These awards will be presented on a weekly basis by the Director of Learning.

#### **Monthly SAM 'Learner of the Month' Prize**

This award will be given each month to the student in each year group who has spent the most hours on SAM Learning.

#### **Student of the Month**

Form tutors will identify one student who has performed well during the month. Names will be passed to the Director of Learning and these students will receive a certificate and be commended in assembly.

#### **Rewards Assembly**

At the end of each term prizes and certificates will be awarded in assembly for subjects, attendance & punctuality, merits, progress and effort and a Director of learning/Key Stage head teacher prize.

#### **Annual Award**

Academy Prize Giving takes place annually, this is a whole school event to which parents and careers are invited.

## 'STEPPED' APPROACH TO CLASSROOM BEHAVIOUR

### **Level 1: Warning stage: Action – The student is responsible for correcting their own behaviour**

- If there is negative behaviour e.g. disrupting the learning of others the student will be given a **positive reminder/ advice**
- If behaviour changes, the student remains on task and there are no further instances of negative behaviour there are no further consequences
- If behaviour does not change/ worsens the student will be given a final warning before moving to **level 2**

### **Level 2: Action - Teachers**

- The teacher will inform the student that they have entered into level 2 and explain the reasons
- **Sanction - Negative behaviour logged on e-portal and 20 minute detention set**
- The consequence is set by the teacher and must be actioned
- If behaviour does not change/ worsens the student will move automatically to **level 3** action
- If a serious incident occurs in the lesson the student will move straight to **level 4** action

### **Level 3: Action – Head of Department**

- The student will be escorted to the Alternative Study Room within the department (on-call must be contacted to assist with this)
- **Sanction - An automatic 45 minute Head of Department detention and negative behaviour is logged on e-portal. This detention overrides the detention at level 1**
- Teacher records the detention in the student planner and logs on e-portal
- A phone call is made to the parent/carer to inform of the detention and the behaviour that led to the detention
- If behaviour does not change/worsens the student will move to **level 4** action

### **Level 4: Action – Director of Learning**

- The student is at Level 4 when a serious incident occurs in the lesson or where Level 3 has failed to curb the behaviour and the student has to be removed from the Alternative Study Room by on-call to the Director of Learning
- **Sanction - An automatic 1 hour Director of Learning detention. This detention overrides the detention at level 3.**
- Where the student's actions necessitate this step, this may result in a more severe sanction up to and including exclusion from the academy
- Parent/ carer is contacted and a meeting arranged where necessary.
- All events are logged on e-portal.

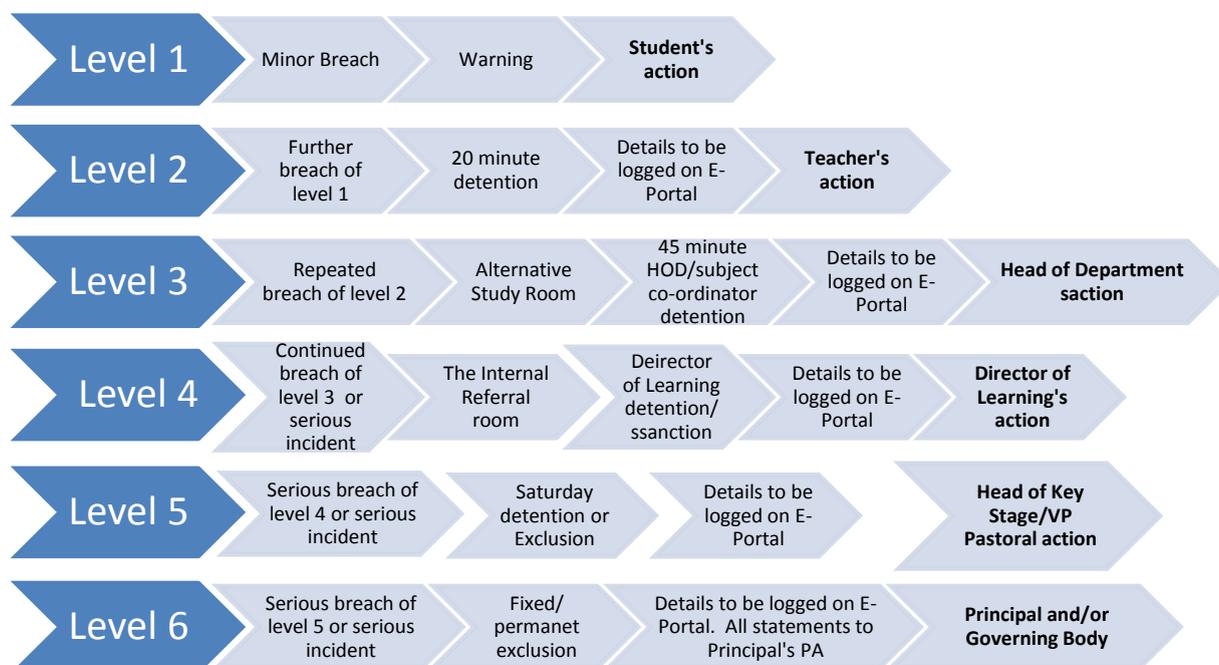
### **Level 5: Action – Head of Key Stage/Vice Principal Pastoral**

- The student is at Level 5 where Level 3 and Level 4 have failed to curb the behaviour or a serious incident has taken place.
- **Sanction - Saturday detention/ other Head of Key Stage/Vice Principal Pastoral sanction including Internal Exclusion or recommendation or External Exclusion**

- Where the student's actions necessitate this step, this may result in a more severe sanction up to and including exclusion from the academy
- Parent/ carer is contacted and a meeting arranged. All events are recorded and logged on e-portal

### Level 6: Action - Principal/ Governing Body

- The student is at Level 6 where Level 5 has failed to curb the behaviour or there is a serious breach of the Behaviour Policy
- **Sanction - Exclusion from the Academy**
- Where the student's actions necessitate this step, this may result in a more severe sanction up to and including permanent exclusion from the Academy



### ALTERNATIVE STUDY ROOMS

Within department referral is a support mechanism which gives teachers the option of temporarily moving a student to an alternative room within the department. This is used in incidents where a student's behaviour is preventing teaching and learning from occurring. Departments will organise a timetable to ensure that there is support in place for all timetabled lessons (small departments will work with other departments to organise a joint referral timetable). It is good practice for departments to operate referrals by prior arrangement between teachers to pre-empt difficult situations, or in order to support a less experienced teacher with a disruptive student(s). If a student's behaviour warrants that they are sent to an alternative classroom, this will result in a **Head of Department detention** and a phone call home.

Students will not be referred out of a subject classroom unless all other sanctions have failed or there has been a serious incident such as a physical fight. Students will be escorted to the department alternative study room.

## ON-CALL

On Call is a support mechanism for staff. Each period of the day senior staff and on-call mentors will be on duty in designated areas of the school and available to staff by contacting a specified email address. Their role is to ensure that there is a visible presence of staff at all transitions and to be available to support staff during lessons.

On-call staff will visit classes where there may have been difficulties in a previous lesson and pop into other lessons, supporting staff and ensuring that behaviour in all classes is in line with Academy expectations. On-call is a step in the behaviour system to support teachers and should not be viewed as removing the teachers' responsibility for managing behaviour in their classroom.

- On-call will not be asked to remove students where there has been a minor breach of the Behaviour Policy
- All reasonable actions to correct a student's behaviour will be taken by the class teacher before contacting on-call
- On-call is a Level 4 or 5 action in the 'Stepped Approach to Behaviour Management'
- Where possible the classroom teacher will provide work for the removed student
- When a student is removed, the class teacher will write a statement as soon as possible for the Head of Department or Director of Learning and record the incident on e-portal
- The matter will be dealt with by the Head of Department/Director of Learning who will feedback to the teacher on actions taken. A Restorative Justice meeting will follow as soon as possible after the lesson and before the student returns to the next lesson with the teacher.

**Students who receive 3 on-calls in any one week at level 4 and above will receive an automatic Saturday detention.**

## Detentions

Detentions are a sanction that can be used by all members of staff. **When a detention is given to the student it will be logged on e-portal and placed in the student planner.** Students will be made aware of the consequences if they fail to attend the detention. When a detention is issued it will be followed through if not attended. **All detentions will be entered on e-portal.**

### **Level 2 – 20 minute detention issued by class teacher or form tutor**

At **level 2** a student can be given a 20 minute detention which must be attended that day and notice does not have to be given to parent / carer. **B e f o r e t h e s t u d e n t i s d i s m i s s e d e n s u r e a note is written in the planner/ issue a detention slip if student does not have a planner.**

### **Lunchtime Detention**

Lunch time detention must not exceed **20 minutes**. This detention should start at the beginning of lunch break at 12.25pm and end at 12.45pm. Students should be allowed to have lunch in the canteen.

### **Level 3 – 45 minute curriculum detention issued by Head of department**

At **Level 3** a student will be given a curriculum detention for 45 minutes.

Parent/ carers will be notified at least 24 hours before the detention or contacted on the day where necessary. A phone call will be made to the parent/carer by the classroom teacher/Head of Department to inform of the detention and the behaviour that led to the detention. The curriculum detention is to be used for students who are persistently failing to complete class work, homework and disrupting the learning.

If a student does not attend the detention, parents will be informed and students will serve a Director of Learning detention. This will be their final chance to either comply or they will serve a Saturday detention.

#### **Level 4 – 60 minute Director of Learning detention**

At **Level 4** a student will be given a Director of Learning detention for 60 minutes. Parent/ carers will be notified at least 24 hours before the detention or contacted on the day where necessary. A phone call will be made to the Parent/Carer by the Director of Learning to inform them of the detention and the behaviour that led to the detention.

The Director of Learning detention is to be used for students who are persistently misbehaving, late to school/lessons, failed to attend a curriculum detention or have missed a form tutor detention. Failure to attend will result in a Saturday detention.

#### **Level 5 – Saturday detention issued by Vice Principal Pastoral**

A Saturday detention is a very serious sanction and will be used as a possible response to serious incidents that could warrant exclusion. They will also be used if a student has failed to complete sanctions at level 4, if a student receives 3 on-calls at level 4+ in any one week and if a student fails to attend Independent learning detention. Saturday detentions will be carefully monitored by the Vice Principal Pastoral

#### **Independent Learning detention – 60 minutes**

An Independent Learning detention is given to a student who fails to complete the 15 minute Independent learning task in a lesson as directed by the teacher. The student will receive a same day 60 minute detention with a member of the Senior Leadership Team. Parents will be informed by the admin department immediately the detention is issued by the classroom teacher.

## Students on Report

Students who are causing concern are put on a monitoring report for a maximum of two weeks. Parents/Carers must be informed by letter. Completed reports must be filed.

### Green: Form Tutor / Subject Report Card

The decision to place a student on tutor/ class teacher report must be agreed by the Director of Learning /Head of department and will be for a period of two weeks. The teacher placing the student on report contacts home by letter. Conversations with parents/carers should be logged on e-portal. The student must get their report signed each lesson and report to the form tutor / teacher at the end of the day. Failure to meet agreed targets will result in

- a daily/weekly detention,
- Contact with parent/carer
- Escalation to orange report

**In order to address a continual cycle of low level behaviour, form tutors will only be permitted to place a student on a green report twice in any term after which it will be escalated to the Director of Learning report.**

### Orange: Director of Learning

The Director of learning contacts home and explains the decision to place a student on report for two weeks. The student must get their report signed each lesson and report to the Director of Learning at the end of the day. Failure to meet agreed targets will result in:

- daily/weekly detentions
- formal meeting with parents/carers to go through the school rules and behaviour expectations
- Internal exclusion
- Escalation to red report
- Inclusion referral

### Red: Head of Key Stage/Vice Principal Pastoral

The Head of Key Stage meets with parents/carers and explains the decision to place a student on report for two weeks. The student must get their report signed each lesson and report to the Head of Key Stage/Vice Principal Pastoral at the end of the day. Failure to meet agreed targets could result in;

- Daily/Weekly detention
- Saturday Detention
- internal exclusion
- External exclusion
- intervention support
- Inclusion referral
- referral to Governors Behaviour Panel
- referral to the multi-agency strategy meeting

### Yellow Report: Attendance/Punctuality report

If a student is caught truanting lessons or is continuously late to lessons, the Director of Learning or Head of Key Stage will place the student on an Attendance report. The Director of Learning will meet with parents in order to discuss the issues. The report must be signed by the teacher

at the end of each lesson attended and the students must report to the Director of Learning at the end of everyday. Failure of the report will result in:

- Saturday Detention
- internal exclusion
- External exclusion
- intervention support
- Inclusion referral
- Formal meeting with parents

### **Blue: Achievement Report – Director of Learning**

The Director of learning may decide that a student needs to focus on their achievement in lessons in order to improve their behaviour. The Director of learning will contact home or meet with parents. The student must get their report signed each lesson and report to the Director of learning at the end of the day. The teacher will grade the student according to their academic progress.

## **EXCLUSIONS**

All decisions to exclude a student can only be legally made if they relate to a breach of disciplinary rules. There are two types of exclusion

### **Fixed term exclusions**

A decision to exclude a student for a fixed period will be taken on a balance of probabilities, only in response to breaches of the Academy's Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

Individual fixed period exclusions will be for the shortest time necessary bearing in mind that exclusions of more than a day or two make it difficult for the student to reintegrate into the Academy.

Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example, if they are being repeatedly imposed on a student in response to the same behaviour, the Principal will consider alternative strategies for addressing the said behaviour.

### **Permanent exclusions**

A decision to exclude a student permanently should be taken only,

Permanent exclusion will be considered if a pupil:

- a) Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy, or
- b) Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off' incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the

academy. There is no comprehensive list of exceptional incidents and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take place outside of the academy (whether or not in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute.”

Only the Principal, or in his/her absence, the person delegated to act, can exclude a student. Other exclusion-related activities do not have to be undertaken by the Principal personally, and may be delegated.

Exclusions will be imposed immediately where there is an immediate threat to the safety of others in the Academy or the student concerned. Before deciding whether to exclude a student, either permanently or for a fixed period, the Principal will:

- ensure that a thorough investigation has been carried out; consider all the evidence available to support the allegations, taking account of the Academy's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended
- promote equality; allow and encourage the student to give their version of events; check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment;
- if necessary, consult others, but not anyone who may later have a role in reviewing the Principal's decision, for example, a member of the Governing Body. A written record of the actions taken will be kept and copies of written statements made by other members of staff and including any interview with the student concerned. Witness statements must be dated and should be signed, wherever possible.

## **Behaviour Panel**

A Behaviour Panel comprising of the Head of Key Stage, Vice Principal Pastoral, Senior teacher and up to two governors will meet to consider cases where there is persistent low level inappropriate behaviour and there has been a number of short term exclusions (up to 15 days) in one academic year. The panel will hear the issues, review the interventions which have been implemented to date and consider whether or not to issue a final warning to the student.

## **Standard of proof**

The standard of proof to be applied is the balance of probabilities. If it is more probable than not that the student did what he or she is alleged to have done, the Principal may exclude the student. This is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied. But it does mean that when investigating more serious allegations, in determining whether it is distinctly more probable than not that the student has committed the offence, the Principal will need to gather and take account of a wider range of evidence. In some cases this may extend to evidence of the student's past behaviour, if relevant to the seriousness of the present allegation.

## **Students' opportunity to participate in the exclusion process**

The student's participation in decisions related to their exclusion is not set out in legislation or regulations. Nevertheless the student or young person should be invited and encouraged to state their case at all stages of the exclusion process, where appropriate, and with parental permission.

Regulations allow for one or more fixed term exclusions which when aggregated do not exceed a total of **45 Academy days** in any one school year.

Exclusion time relates to the student and NOT the institution (therefore previous exclusions elsewhere apply)

If the fixed term exclusion is for a period of 6 days or longer, the Academy must arrange full time education (normally off site) EXCEPT when exclusion is in the final year of compulsory education and the student has already taken or missed their public examinations.

Exclusions should NOT be enforced if by doing so it may put the safety of the student at risk. e.g. parents do not co- operate.

**Care must be taken to avoid action that leads to an unofficial exclusion.**

## **Parents / Carers**

In the initial period of up to five Academy teaching days, the parents of an excluded student must ensure that he/she is NOT present in a public place during normal Academy teaching hours, without reasonable excuse. This applies whether or not the student is in the company of an adult. Failure to comply with this requirement is an offence and parents can be prosecuted or given a fixed penalty notice of £50. The level of fixed penalty fine increases with non-payment, and can *be* up to £1,000.

Parents may request a meeting of the Local Governing Body (LGB) where exclusion is less than five Academy teaching days in one term (attendance of parent at a meeting is at the discretion of LGB or discipline committee). The LGB or discipline committee do not have to meet but it is good practice to do so if asked. The parent can however make written representations against the exclusion which will be considered by the LGB or discipline committee. The LGB or discipline committee cannot overturn the exclusion but they can make a finding that they agree or disagree with the exclusion imposed by the Principal.

Parents have the right to ask for an LGB exclusion hearing in respect of exclusions over five Academy teaching days in any one term.

## **Return from Exclusion Procedures**

- All students will have a re-integration interview before returning to the Academy after a 'fixed term' exclusion with the Director of Learning, the Head of Key Stage or the Vice Principal Pastoral. This will be held at the Academy
- The student must be present at the re-integration meeting
- At least one parent /carer should also be in attendance at the meeting
- The re-integration meeting should be held between the first and final day of the exclusion
- A Restorative Justice meeting will be agreed and arranged as soon as possible where relevant
- All students returning from a fixed term exclusion will follow a programme of re-integration before returning to normal lessons
- After the re-integration period all students will be placed on report to the Director of

Learning, Head of Key Stage Head or Vice Principal Pastoral for a maximum of two weeks

## **Inclusion Centre**

The Inclusion Centre is a network of support within the academy for identified students who benefit from behavioural modification programmes of intervention in order to become successful learners and achieve the expected ambitious Academy's targets in line with our mission.

The Inclusion Centre is situated in a designated area of the academy and is managed by a body of experts who deliver a menu of bespoke support programmes to identified targeted students.

Referrals to the Inclusion Centre are made through Inclusion and/or Pastoral Team Meetings.

## **Bullying**

### **What is bullying**

Bullying is defined as deliberate hurtful behaviour, repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can involve one or more individuals targeting a lone victim and can include a 'silent majority' who observe but do not intervene or even incite further bullying.

### **Bullying procedures**

At Evelyn Grace Academy we demonstrate our commitment to making sure our school provides a safe and caring environment through our curriculum, assemblies and PSHE programmes.

All forms of bullying that takes place in the classroom or in or outside the Academy must be reported immediately in the first instance to the Director of Learning or Head of Key Stage. The Director of Learning or Head of Key Stage will investigate the matter fully and as quickly as possible and will make a decision on how to proceed. The action taken will be dependent on the incident but all forms of reported bullying will be taken seriously and followed up immediately. Parents will be notified immediately of any bullying issues involving their son or daughter and feedback will be given as appropriate balancing the interests of all concerned. All bullying incidents will be dealt with in line with national policies and procedures. This may involve disciplining the bullies or reporting the matter to the police or social services. Any disciplinary procedures will take into account any special educational needs or disabilities that the students involved may have. All forms of bullying witnessed by a member of staff must be reported, including homophobic bullying, racist bullying and cyber bullying. It is the responsibility of all staff to take all forms of bullying seriously.

There may many organisations that provide support and advice if a student is worried about bullying.

- Anti-Bullying Alliance
- BeatBullying
- Bullying UK
- Childline
- The Diana Award
- Kidscape

Please also refer to the Bullying section of the Academy's Safe-guarding policy



## **APPENDICES**

Classroom Code of Conduct – Poster 1	22
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## **CLASSROOM CODE OF CONDUCT**

### **Compliance with teachers**

Follow all instructions given to you by your teacher.

Ask your teacher for permission to use the toilet or to leave the classroom.

Immediately hand over your planner/phone/other item when asked to by your teacher.

### **Completing all work**

Remain on task at all times and complete all your class work

Participate in all activities during the lesson.

Write your homework in your planner.

Keep your work neat and presentable.

### **Respecting others**

Exhibit good body language and attitude to learning.

Respect the views of all members of the class.

Treat all members of the class with respect.

No name calling or teasing others during the lesson.

### **No disruption to learning**

Listen carefully without calling out.

Mobile phones should not be seen or heard.

Do not talk unless instructed to do so by your teacher.

Do not argue with the teacher. Discuss any issues respectfully after the lesson.

Do not disrupt learning by making unnecessary noises.

Remain in your chair unless you ask permission from your teacher to move.

Refrain from grooming during the lesson.

### **Respecting the classroom**

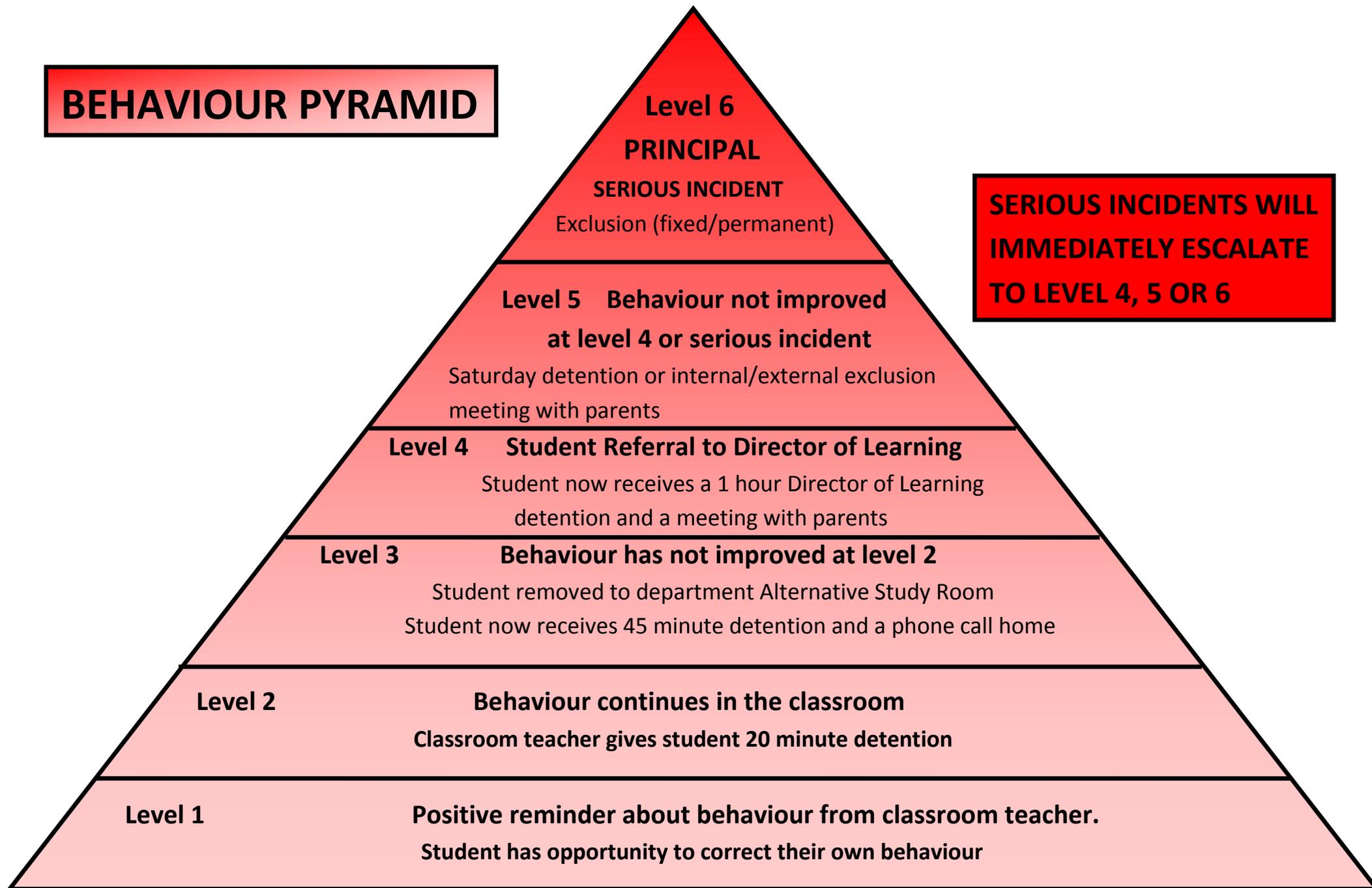
Refrain from chewing gum and eating in the classroom.

Refrain from sitting on tables/desks and from putting feet on chairs

Do not throw anything around the classroom

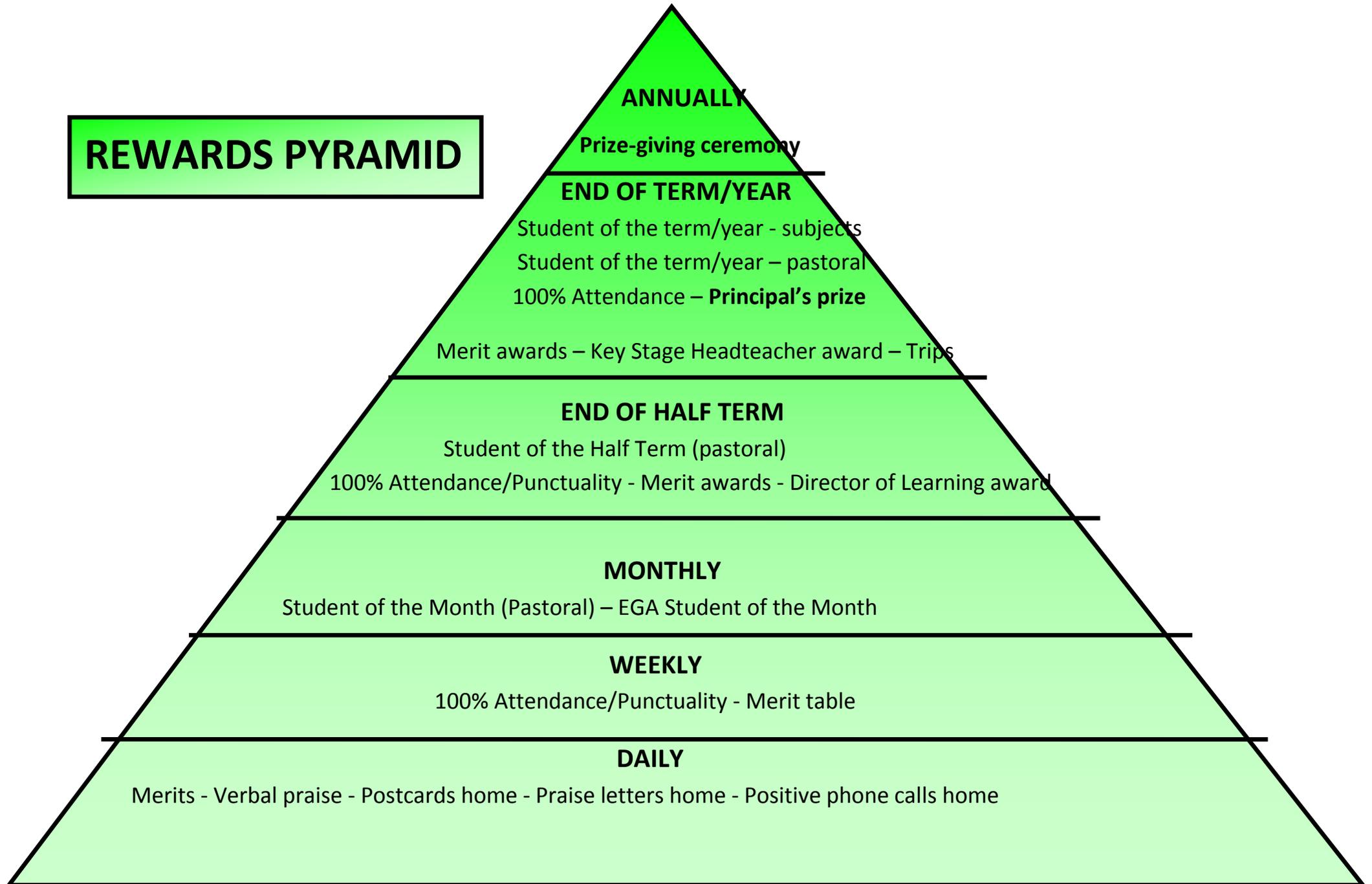
Do not touch the classroom displays.

# BEHAVIOUR PYRAMID



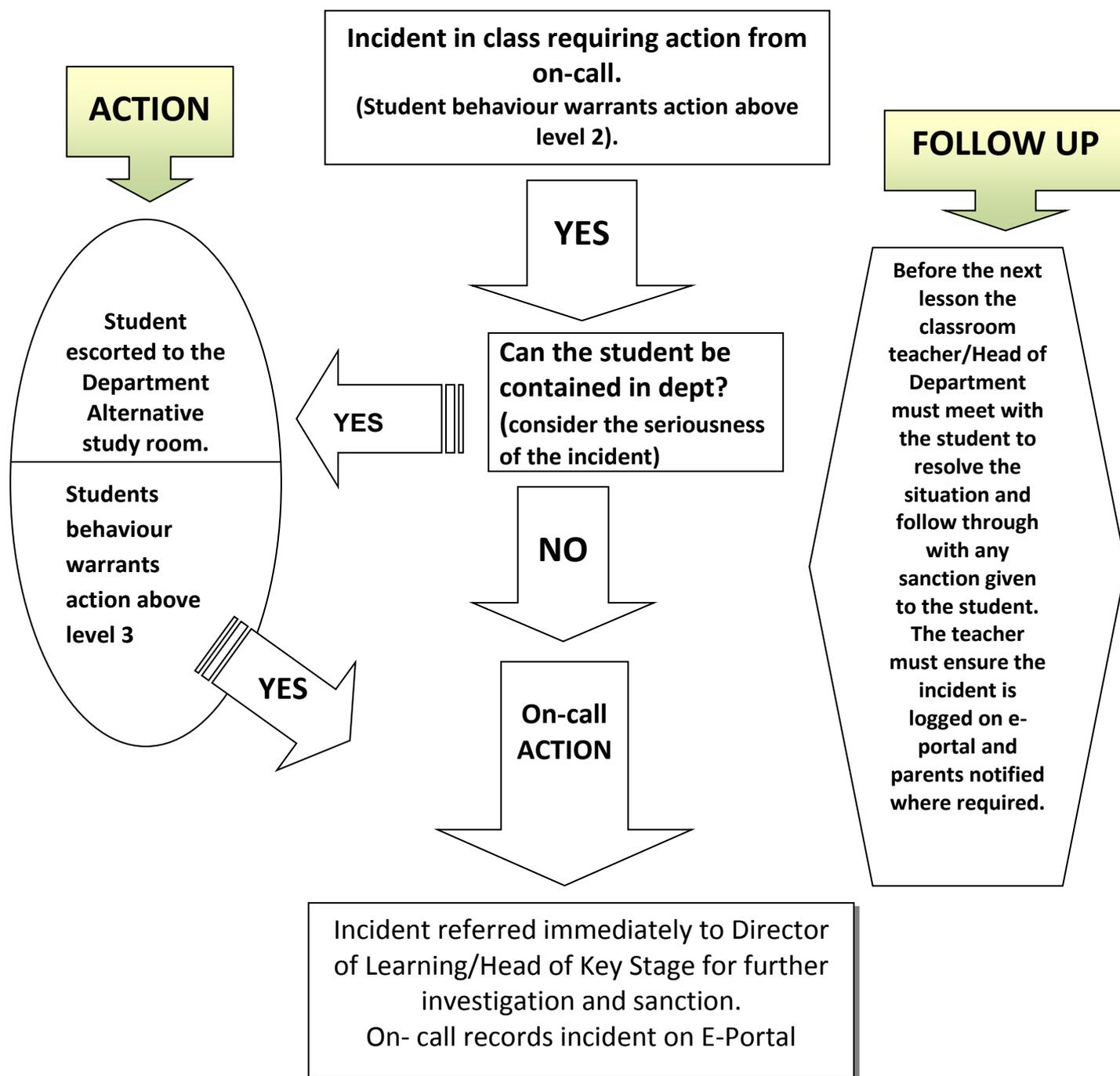
**SERIOUS INCIDENTS WILL IMMEDIATELY ESCALATE TO LEVEL 4, 5 OR 6**

# REWARDS PYRAMID



## On-Call Procedures

### ON-CALL REFERRAL SYSTEM



**AFTER ANY INCIDENT THE TEACHER MUST LOG INCIDENT ON E-PORTAL. A FULL REPORT OF INCIDENT MUST BE WRITTEN UP AND FORWARDED TO APPROPRIATE PARTIES.**