



# EGA BEHAVIOUR POLICY



## Behaviour systems and procedures

At ARK Evelyn Grace Academy we believe that students want to succeed, work hard and follow 100% of their teacher's instructions, 100% of the time. The most common reason for students not complying with instructions is that they either have not heard the instruction or understood it. Therefore, we believe that teachers must be exact about what a student is to do (we call this a 'what to do' or WTD). If a student has not heard an instruction, it may be because the class is not silent and looking in the direction of their teacher and so we must secure this and then repeat an instruction. Only when we are certain that a student has both heard and understood an instruction, can we be certain that we have done our jobs as teachers. At this point a student who does not comply can be asked for their planner as a reminder that any further defiant behaviour will result in a sanction being issued.

The systems for managing student behaviour are only effective if they are applied consistently to every student. The levels are designed to make it easy for any member of staff or visitor to apply the Evelyn Grace Academy behaviour policy consistently and for students to see the transparency, fairness and speed of the system. The system below is designed so that the teacher decides on the seriousness of the incident and the appropriate response. It is not the case that a student MUST be issued with a reminder before they are sanctioned, but effective classroom management will ensure the student explicitly knows why they are being issued with the sanction. If a student challenges the issuing of reminder or demonstrates any type of rudeness they should be immediately removed from that classroom.

We apply a consistent set of **CLASSROOM EXPECTATIONS** which are on display in every room:

1. Arrive on time and enter the room quietly.
2. Bring your book, planner and basic equipment to each lesson.
3. Listen to and follow your teachers' instructions at all times.
4. Raise your hand and wait if you wish to speak.
5. Complete all classwork and homework to the best of your ability.

Each teacher will need to teach, reinforce and "own" these expectations so that they are applied consistently in all lessons.



All students are expected to follow the **S.L.A.N.T.** guidelines at all times in every lesson:

| S.L.A.N.T.   | Indicators   |
|--|--|
| <ul style="list-style-type: none"> <li>• Sit up</li> <li>• Lean Forward</li> <li>• Ask and answer questions</li> </ul> | <ul style="list-style-type: none"> <li>• Posture is upright from every student – straight backs</li> <li>• A slight lean forward towards the desk/teacher</li> <li>• Many students will ask and answer questions confidently</li> <li>• Notes are fully incorporated in books</li> </ul> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>N</b>oting down key information</li> <li>• <b>T</b>rack the speaker</li> </ul> | <ul style="list-style-type: none"> <li>• Tracking (looking at) the teacher or person speaking in the classroom.</li> </ul> |
|--|--|

Where a student or students are not following instructions, teachers should take the following steps:

*Step 1*

- *Non-verbal signals, proximity.*

*Step 2*

- *Anonymous group correction/ lightening quick corrections followed by 2-3 positive corrections:*

*“(Name of student) I need you sat down in your seat completing your Do Now”*

*“Thank you (name of student), you are really focused”*

*“Thank you (name of student), you came in silently and sat down straight away”*

*Step 3*

- *Ask students to do it again (entering the classroom quickly and in silence, greet you etc.)*
- *If a student is not moving quickly and silently*

*(Name of student), (Name of student), are moving quickly and silently to their desk  
(Name of student not following instructions), I know you can do this faster. Go back and do it again”*

*(Name of student), (Name of student), have already started their Do Now*

*(Name of student now following instructions), thank you for doing that with such urgency*

*Step 4*

- *If more than 2 students are off task or not following instructions, have the whole class Do It Again*

*“Class, pause where you are, we can do this faster and better. Take your things with you and line up outside”*

*“Everyone needs to be lined up outside in 10, 9, 8, 7 etc.... Thank you (name of student) for doing this with such urgency”*

- *Repeat the expectation*
- *Do It Again*

*Step 5*

- *If one student is deliberately and purposefully disruptive and refusing to fix their behaviour, on-call should be sent an email to collect this student to take appropriate action*
- *i.e. At DOLs discretion: DOL conversation and detention (1 hour)/On-Call relocation/IE*

*Teacher action for students being disruptive or not following instructions:*

1. Repeated instruction(s) specifying exactly ‘what to do’ .
2. Lightening quick correction.
3. Do It Again.
4. Warning (planner taken and placed on the teacher’s desk)
5. Issue a 15 minute detention.
6. If student is deliberately disruptive and refuses to fix their behaviour – email On-Call for relocation to the relocation room or internal exclusion.
7. Classroom teacher to give work to student when On-Call collects them.
8. Inform HOD and call parents that day.
9. Restorative conversation to happen with the child at the earliest possible convenience, but before the next lesson, ideally detention.

### *Outright defiance; refusing to follow an instruction -*

Examples might be challenging the issuing of a verbal warning, talking back, being openly defiant, refusing to move when asked to change seat.

Issue students with the choice to follow the instruction or contact On-Call for the student to be relocated – Have a restorative conversation with the child and notify parents same day.

*Serious incident - refusing to leave the class, move seat or to be relocated via On-Call, verbal, or threatening abuse towards others, endangering the safety or threatening another member of the EGA community.*

If the student is not taking responsibility for their poor behaviour or refuses to follow the instruction of the teacher, it should be treated as a serious incident and On-Call should be contacted via email to collect the student. The teacher should immediately enter the incident on Bromcom. DOL completes any necessary investigation. The length of stay in the internal exclusion room could be extended or discussed with the Vice Principal of Culture & Ethos about whether to recommend exclusion to the Principal.







1. Non-verbal/proximity.
2. Lightening Quick Correction and Positive Group correction – Challenge the behaviour
3. Do It Again – Repeat the Routine
4. Warning - (student can be asked to put planner on teacher desk)
5. 15 minute detention issued
6. On-call - Appropriate Sanction

General points:

- Sanctions must be recorded on Bromcom and **written into the planner**.
- A sanction without parental contact has little effect – whenever you sanction you should contact home.
- If a child is relocated, it is important that you have a restorative conversation before the next lesson and contact parents.

## Rewards

### Character Strengths Table

| Character Strength | Actions   | Symbol  | Definition   |
|--------------------|---|---|--|
| Curiosity          | Asking 'how', 'why' or 'what' questions that help to develop learning<br>Making links to other knowledge outside of the topics or subject being taught              |  | 'Our students are intellectually curious and ask lots of questions'  |
| Integrity          | Responding to all feedback (WWWs, EBIs) with good effort<br>Telling the truth and taking responsibility<br>Always completing homework on time and with great effort |  | 'Our students are honest and true to their word'                     |
| Responsibility     | Offering supportive contributions when someone else is unsure<br>Supporting successfully the teacher or others in the classroom when asked to<br>Revising well      |  | 'Our students take care of themselves and each other'                |
| Confidence         | Saying that you don't understand<br>Being willing to make mistakes and share them in lessons<br>Offering work to be shared with the class                           |  | 'Our students have self-belief in their ability to grow and learn'   |
| Leadership         | Taking a lead in groupwork<br>Taking a lead in paired conversation and sticking to task   |  | 'Our students thrive on opportunities to lead people and projects'   |
| Eloquence          | Talk clearly and loudly enough for everyone to hear first time round<br>Use key vocabulary that has been taught in lessons<br>Read with intonation and enthusiasm   |  | 'Our students are articulate and able to clearly express themselves' |

## Rewards & Sanctions Procedure

What to do if students are deliberately and knowingly not complying with instructions:

| Description of behaviour  | Action taken  | Responsibility  |
|---|---|---|
| <b>Students are meeting and exceeding expectations</b>  |   |   |
| <p>Students who demonstrate all three core values in a lesson will be given a merit each.<br/>Students demonstrate self-discipline if they are:</p> <ul style="list-style-type: none"> <li>• Punctual</li> <li>• Fully equipped</li> <li>• Compliant with all instructions</li> </ul> <p>Students demonstrate endeavour if they:</p> <ul style="list-style-type: none"> <li>• Don't give up</li> <li>• Complete all their work</li> </ul> <p>Students demonstrate excellence if they:</p> <ul style="list-style-type: none"> <li>• Underline Title and date</li> <li>• Keep handwriting neat</li> <li>• Produced work that makes us proud</li> </ul> <p>Merits can also be given according to our Circle of Character Strengths:<br/>Curiosity<br/>Integrity<br/>Responsibility<br/>Confidence<br/>Leadership<br/>Eloquence</p> <p>If students produce or do something exceptional, they can be recommended for a silver commendation (DOL/SLT) and an assembly shout-out; or a Gold commendation (Principal). These are given according to one of the core values. (Self-Discipline, Endeavour &amp; Excellence)</p> | <p>Verbal Praise<br/>Modelling and sharing of excellent classwork and homework<br/>Contact home<br/>Merit according to qualities and core values<br/>Positive narration<br/>Gold and Silver Commendations</p> | <p>Member of staff</p> <p>DOL / SLT<br/>Principal</p> |

### Rewards Table

| Rewards                                | Description |
|--|-------------|
| <b>Bronze commendation</b>             | 50 merits   |
| <b>Silver commendation</b>             | 100 merits  |
| <b>Gold commendation</b>               | 200 merits  |
| <b>Tutor commendation</b>              | 300 merits  |
| <b>DOL commendation</b>                | 400 merits  |
| <b>Principal commendation</b>          | 500 merits  |
| <b>Chair of Governors commendation</b> | 600 merits  |

### Sanctions Ladder & Behaviour Points Tariff

| Description of behaviour           | Action taken                             | Responsibility |
|------------------------------------|--|----------------|
| <b>1 Negative Point</b>            |  |                |
| No Planner / lack of equipment     | 15m central detention                    | Teacher        |
| Inadequate H/W                     | 15m central detention                    | Teacher        |
| Late to lessons                    | 15m central detention                    | Teacher        |
| Inappropriate behaviour in lessons | 15m central detention                    | Teacher        |
| Talking at line up                 | 15m central detention                    | Teacher        |
| Inappropriate corridor behaviour   | 15m central detention                    | Teacher        |
| <b>2 Negative Points</b>           |  |                |
| Continued disruption of learning*  | 30m central detention Pending On-call if | Teacher        |



|   |   |                      |
|---|---|----------------------|
|   | continued.  |                      |
| Rudeness and defiance   | 30m detention   | Staff                |
| No PE Kit   | 30m central detention   | PE Teacher           |
| Banned jewellery items or non-uniform   | Confiscate + 30m central detention  | Teacher              |
| Missing a 15 minute detention   | 30m central detention   | DOL                  |
| Poor canteen behaviour<br>Eating food outside the dining hall /<br>chewing / dropping litter / leaving trays<br>and food in canteen | 30m central detention   | Duty member of Staff |
| Late to school before 9.00 am   | 30m central detention   | Attendance officer   |
| No HW   | 30m central detention   | Teacher              |
| <b>4 Negative Points</b>  |   |                      |
| On-Call   | 60m central detention   | Teacher / DOL        |
| Truancy from a single lesson  | 60m central detention   | DOL/SLT              |
| Mobile phone been found, seen or heard  | Confiscation & 60m central detention  | DOL/SLT/ Teacher/    |
| Missing a 30 minute detention   | 60m central detention   | DOL                  |
| Refusal to hand in phone* The phone<br>must be handed in.   | SLT Relocation to IE + 60m central detention                                      | SLT/On Call          |
| Graffiti/Vandalism of school property   | SLT Relocation to IE + 60m (Pending<br>investigation for possible further action) | On Call/DOL          |
| Stealing from school community  | SLT Relocation to IE + 60m (Pending<br>Investigation for possible further action) | SLT/DOL              |
| Refusing to leave the classroom or move<br>seat or be relocated   | SLT Relocation to IE + 60m  | On Call/DOL          |
| Threatening behaviour   | SLT Relocation to IE + 60m (pending<br>investigation for possible further action) | On Call/DOL          |
| Defiance by absolute refusal to follow<br>clear and reasonable instructions   | SLT Relocation to IE<br>(Pending Investigation for possible further action)       | SLT                  |
| Refusal to give name/hand over planner<br>or giving a false name.   | Relocation to IE  | SLT, DOLs            |
| Late to school after 9.00   | 60 central detention  | Attendance officer   |
| <b>Friday SLT Detention (90 minutes)</b>  |   |                      |
| Student Receives 15+ behaviour points<br>in one week (Friday to Thursday)   | 90-minute SLT detention   | DOL / SLT            |
| <b>Points 8 (Internal Exclusion) or 16 (Suspension)</b>   |   |                      |

### Serious Incidents

|  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Missing 60m detention (3)</li> <li>2. Persistent and continued disruption (3-5)</li> <li>3. Defiance (3-5)</li> <li>4. Serious and continued bullying (3-5)</li> <li>5. More serious threatening behaviour (3-5)</li> <li>6. Fighting (3-5)</li> <li>7. Bringing the Academy into disrepute (3-5)</li> <li>8. Use of social media to intimidate, abuse, threaten or bully another member of the EGA community (3-5)</li> <li>9. Violence or assault (4-5)</li> <li>10. Bringing outsiders to the academy who threaten or intimidate members of our community. (3-5)</li> <li>11. Sexually inappropriate behaviour (3-5)</li> <li>12. Intimidation on race/religion/sexual orientation. (3-5)</li> <li>13. Drugs or alcohol: under the influence (4); in possession (4-5); supply (5)</li> <li>14. Bringing Weapons to the academy or being in possession of weapons whilst wearing uniform (5)</li> <li>15. Bringing fireworks on to school site or being in possession of fireworks (4-5)</li> <li>16. Truancy (3-5)</li> </ol> | <p>After informing the Vice Principal / Principal, responses to these incidents should be discussed with the Principal.</p> <p>Incidents of this nature should always be investigated, and student accounts/evidence should be documented, and a summary report made with a recommendation of the appropriate sanction. They will be one of the following:</p> <ol style="list-style-type: none"> <li>3. Day in IE</li> <li>4. Suspension or placement at an alternative provision</li> <li>5. Permanent Exclusion, managed move or referral to Fair Access Panel</li> </ol> |
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## **Relocation Procedures**

Relocation from the classroom is designed to ensure that learning is never disrupted and that the classroom remains a calm and orderly space. The guidelines below are designed to help staff at Evelyn Grace Academy know when to use the system.

There is no stigma attached to relocating a student and it should be seen as an integral part of The Behaviour Policy. However, the system is not there for every minor infraction and it is essential for teachers to 'own' their own classrooms. Please ensure that you use the WTD, Do It Again and 100% techniques to secure compliance in your classrooms.

If other actions have failed and a teacher wishes for support or relocation, send an email to On Call via the on-call request icon on your computer. Do not send the student out or to another room. On Call staff will offer assistance and, where necessary, relocate the student to the relocation room or to IE in more serious cases. A rota for on call rooms is shared with all On Call staff and updated termly.

Examples might be:

- a) challenging the issuing of a verbal warning or talking back;
- b) persistently disrupting the learning within the classroom
- C) refusing to move seat

SLT on-call, relocation to IE.

Reasons for doing this will be:

- a) refusal to leave the classroom, following departmental relocation
- b) swearing or inappropriate gestures – particularly towards an adult
- c) verbal aggressiveness towards a peer or adult;
- d) bullying or other harmful behaviour;
- e) threatening others – physical or verbal
- f) destruction of another person's or Academy property;
- g) refusing to wear the appropriate uniform;
- h) playing with fire alarms or extinguishers;
- i) vandalism;
- j) deliberate involvement in or instigation of conflict.
- k) sexually inappropriate behaviour;
- l) wilful disobedience or serious disrespect to an adult.

The classroom teacher must log the relocation on Bromcom as soon as possible, but by the latest the end of the day. The teacher must contact home and arrange a restorative conversation with the student before the next lesson. Seek support from the DOL if needed.

Where further action may be required an incident report should be completed by the class teacher and sent to the Director of Learning.

## **System for Detentions**

The system for issuing detentions is simple and transparent. All detentions are held centrally. Every detention should be recorded in the relevant detention page in the student planner by the teacher so that students are aware of why they are in detention.

1. Detentions are set and sat on a daily basis.
2. These can be 15, 30 or 60 minutes in length. The specific behaviours and the detention length assigned can be seen in the behaviour table above.
3. Each length of detention has a behaviour point allocation which is as follows: 15 minutes is 1 behaviour point, 30 minutes is 2 behaviour points and 60 minute detentions are 4 behaviour points. A Day in internal exclusion has 8 behaviour points allocated and a suspension has 16

- behaviour points allocated.
4. A student can accumulate detentions of up to 60 minutes on a daily basis. Therefore, they could be set four 15 minute detentions or two 30 minute detentions.
  5. If a student accrues more than 60 minutes of detention, these are not rolled over to the next day. However, the points do still add up.
  6. If a student misses a detention it will accumulate in the way outlined below:
  7. If they miss a 15 minute detention, they will sit a 30 minute the next day.
  8. If they miss a 30 minute they will sit a 60 minute detention the next day.
  9. If they miss a 60 minute detention, they will be placed in IE the next day.
  - 10. Students will not be collected or reminded to attend detention. The teacher issuing the detention will write the detention in the planner and enter the detention on Bromcom.**
  11. If a student either does not have a planner or refuses to hand the planner over, on-call will be notified via email so that student can be collected from lesson and given a temporary planner or placed in IE if they refuse.

### 1. Detentions set for lateness

- If a student arrives late after 8.25 in the morning, the student will sign in late at main reception and a 30-minute detention will be written in their planner for that day.
- Students arriving after 9.00 will be signed in late and sit a 60-minute detention.
- Students who are late to lesson will be marked late in the class register and a 15-minute detention issued via Bromcom

### 2. Central detentions

- The detention is issued.
- A text message is also sent home.

### 3. Corridor Detentions

Any member of staff can set a Corridor Detention for the following:

- Wearing a coat, scarf or hat; wearing earphones; incorrect uniform (including untucked shirt); not moving to the left; poor conduct; raised voices; not lining up well; talking in silent lines at line-up; not having their equipment out in line-up.
- These detentions are logged by the member of staff on Bromcom so a daily list can generated.

### Central Detentions

- All central detentions will be sat in the first-floor hall but split into Key Stage 3 and Key Stage 4.
- All detentions will have at least one DoL, one HoD and one member of staff present to run the detention.

### **Accumulation of behaviour points**

1. A student's total number of behaviour points is accumulated across the week.
2. If a student gets 15 points or more in a single week, they will sit an SLT detention of 90 minutes in length on a Friday.
3. The week in which behaviour points are counted runs from Friday to Thursday.
4. Students will be given a sanctions and rewards report in Tutor time on a Monday. They will use this data to complete a character reflections journal. Form Tutors will also use this data to have discussions about their character and issue stickers for students who have accrued enough merits for a commendation (see rewards table below)



## **Planners**

1. If a student either does not have a planner or refuses to hand the planner over, on-call will be notified via email so that student can be collected from lesson and given a temporary planner or placed in IE if they refuse.
2. Planners must be placed on the desk in every lesson. If a student has no planner then they should be issued a 15 minute detention. This can happen each lesson until, they either find their planner or collect a temporary planner for that day. Planner replacements cost £5.

## Notes on Daily Reports

| Type of report        | Colour | Purpose   | Lead                |
|-----------------------|--------|---|---------------------|
| Tutor Report          | White  | Monitor behaviour and attitude to learning                        | Tutor               |
| DOL Monitoring Report | Orange | Monitor behaviour and attitude to learning<br>Failed tutor report | DOL                 |
| PSP Report            | Yellow | Monitoring behaviour reoccurring                                  | DoL / Pastoral team |
| SLT Report            | Red    | Monitoring behaviour reoccurring                                  | SLT Link            |

## IE: Expectations & Routines

Students are placed in the IE as an alternative to exclusion as a result of their involvement in serious incidents or because they have failed to attend a 60 minute detention. Students work in silence and are supervised by the IE manager who also mentors and provides structured activities for reflection. Parents are always contacted when they enter IE. For very serious incidents, it is possible that a student spends several days in the IE. Work must be set for all students that are in IE and communicated with or sent to the IE manager.

Students who are wearing the incorrect uniform and have not yet been sent home, or who have been involved in an incident within the course of day will be placed in the internal exclusion room.

Where necessary, an investigation will be undertaken to determine whether a student should return to lessons or go to the IE the next day or be recommended for exclusion. Students should bring work with them from lessons and complete work in silence, following an opportunity to reflect. If they were not in lesson work will be provided.

The manager of IE or the person on duty will log the details and reasons for their being there onto Bromcom.



## Staff Incident Report

Name of student:

Location:

Time of incident:

Subject:

Witness statement

Staff code:

**Description of incident:**

**Action of subject teacher** *(What action have you taken already, or are about to take? e.g. detention set, pupil referral etc).*

- |   |                                      |   |  |
|---|--------------------------------------|---|--|
| <input type="checkbox"/> Warning            | <input type="checkbox"/> Moved seat  | <input type="checkbox"/> Extra work     | <input type="checkbox"/> Teacher detention |
| <input type="checkbox"/> Dept relocation ** | <input type="checkbox"/> SLT on-call | <input type="checkbox"/> Contact Parent |  |
| <input type="checkbox"/> Referral to HOY    |                                      |   |  |

**Has a detention been set?**

**Action taken by HOY?**

**Reason for referral to DOL?**

**Action taken by DOL?**

**This could be an incident of:**

- |          |                                     |                                 |   |
|----------|-------------------------------------|---------------------------------|---|
| Bullying | <input type="checkbox"/> Homophobia | <input type="checkbox"/> Racism | <input type="checkbox"/> none of these (please x) |
|----------|-------------------------------------|---------------------------------|---|

Please tick those colleagues the report has been passed to.



## Self-Discipline Reflection

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Year group: \_\_\_\_ Tutor group: \_\_\_\_\_ Director of learning: \_\_\_\_\_

At Evelyn Grace Academy, we know that integrity is an important character strength to develop to help us become cleverer and kinder every day. We understand that people make mistakes, but the important thing is to learn from them by reflecting on them.

Complete this self-discipline reflection to help you to do that. **You will hand it in to the detention lead. You must complete it to complete the detention.**

Explain briefly why you got the detention. Be honest and factual:

What were you supposed to do? What were the instructions that you were given?

What could you do differently next time? This should be a specific action.

How would showing more self-discipline or endeavour help you to become cleverer and kinder?

What is your aspiration? What do you want to study when you leave EGA? What career area are you interested in? What are your ambitions for your adult life?