



Ark Evelyn Grace
Academy

CULTURE AND ETHOS 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 are 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 moved class, 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"> • Sit up • Lean Forward • Ask and answer questions • Noting down key information • Track the speaker 	<ul style="list-style-type: none"> • Posture is upright from every student – straight backs • A slight lean forward towards the desk/teacher • Many students will ask and answer questions confidently • Notes are fully incorporated in books • Tracking (looking at) the teacher or person speaking in the classroom.

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/departmental 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. If student is deliberately disruptive and refuses to fix their behaviour – email **on-call** for departmental relocation to another classroom in the department for the rest of that lesson
6. Classroom teacher to give work to student and send them to the relocation classroom
7. Inform HOD and call parents that day
8. 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.

Move straight to **departmental relocation for 45 mins via on call** – Have a restorative conversation with the child and notify parents same day

Serious incident - refusing to leave the class and go to departmental relocation, 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 leave the classroom, it should be treated as a serious incident and **On-Call** should be contacted via group 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 Vice Principal Culture & Ethos about whether to recommend exclusion to the Principal.

Evelyn Grace Behaviour Pyramid

Meeting & exceeding expectations
Classroom Teacher encourages positive behaviour, through
praise and merits. Every student who demonstrates our
core values is given a merit each lesson

Level 1
Teacher
1 Negative
Teacher issues a 15m Teacher or Central
detention

Level 2
HODS (DOL support)
2 negative points
45 minute detention / departmental
relocation
Teacher calls home

Level 3
SLT or DOL
3 Negative points
90 minute detention or IE

Level 4
Principal
Serious Incident
IE, Fixed Term
or
Permanent
Exclusion

Sanction & Reward Procedure

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

1. **Non-verbal/proximity.**
2. **Lightening Quick Correction and Positive Group correction** – Challenge the behaviour
3. **Do It Again** – Repeat the Routine
4. **Warning** - (take their planner)
5. **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 you MUST have a restorative conversation before the next lesson and contact parents.**

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

1 Negative Point		
No Planner / lack of equipment	15m Tutor detention	Tutor
Unsigned or unprofessional planner.	15m Tutor detention	Tutor
Inadequate H/W	15m Teacher detention	Teacher
Late to lessons	Late mark	Teacher
Inappropriate behaviour in lessons	15m Teacher detention	Teacher
2 Negative Points		
Continued disruption of learning*	Departmental Relocation + 45 minute detention	Teacher
2 late to lesson marks in one day	45 minute detention	DOL
Outright rudeness and defiance	Departmental Relocation + 45m detention. Teacher and HOD meeting.	Staff
No Equipment or PE Kit	45 minute central detention	PE Teacher
Banned Jewellery items or non-uniform	Confiscate + 45 minute detention	Teacher
Missing a 15 minute detention	45 minute School detention	DoL
Poor canteen behaviour Eating food outside the dining hall / chewing / dropping litter/leaving trays and food in canteen	45 minute School detention	Duty member of Staff
Late to school before 9.00 am	45 minute School detention	Safeguarding and welfare officer
3 Negative Points		
Truancy from a single lesson	90m central detention	DoL/SLT
Mobile phone been found, seen or heard	Confiscation & 90 minute detention	DoL/SLT/ Teacher/
Missing a 45m detention	90m School Detention	DoL
Refusal to hand in phone* The phone must be handed in.	SLT Relocation to IE + 90m	SLT/On Call
Graffiti/Vandalism of school property	SLT Relocation to IE + 90m (Pending)	On Call/DOL

	investigation)	
Stealing from school community	SLT Relocation to IE + 90m (Pending investigation)	SLT/DOL
Refusing to leave the classroom or relocation	SLT Relocation to IE + 90m	On Call/DoL
Threatening behaviour	SLT Relocation to IE + 90m (pending investigation)	On Call/DoL
Defiance by absolute refusal to follow clear and reasonable instructions	SLT Relocation to IE (Pending investigation)	SLT
Refusal to give name/hand over planner OR giving a false name.	Relocation to IE	SLT, DOLs

Serious Incidents

Serious Incidents	
<ol style="list-style-type: none"> 1. Missing 90m detention (2) 2. Persistent and continued disruption (1-5) 3. Defiance (1-5) 4. Serious and continued bullying (1-5) 5. More serious threatening behaviour (1-5) 6. Fighting (1-5) 7. Bringing the Academy into disrepute (1-5) 8. Use of social media to intimidate, abuse, threaten or bully another member of the EGA community (1-5) 9. Violence or assault (2-5) 10. Bringing outsiders to the academy who threaten or intimidate members of our community. (3-5) 11. Sexually inappropriate behaviour (2-5) 12. Intimidation on race/religion/sexual orientation. (2-5) 13. Having drugs or alcohol in your possession (4-5) 14. Consumption of drugs or alcohol whilst on school site (4-5) 15. Supply of drugs (5) 16. Bringing Weapons to the academy or being in possession of weapons whilst wearing uniform (4-5) 17. Truancy (1-5) 	<p>After informing the Vice 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"> 1. 90m detention 2. Relocation to IE and 90m detention 3. Day in IE 4. Fixed Term Exclusion/Alternative provision 5. Permanent Exclusion or managed move.

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. Do not send the student out or to another room. On Call staff will offer assistance and, where necessary, relocate the student to the subject area 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) refusing to move when relocated to another teacher within the Department or;
- 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 Head of Year.

System for Detentions

The system for issuing detentions is simple and transparent. There are 3 types of detention in Evelyn Grace Academy: teacher detentions, corridor detentions & central detentions. Teacher detentions are led by teachers and Tutors and will be held at either break or lunch or on occasion after school, but only where there is no clash with central detention. Teacher detentions are 15 minutes in length and can be given for non-completion of HW, disruption in lesson or lack of equipment. Every detention should be recorded in the relevant detention page in the student planner.

1. Detentions set for lateness

- If a student arrives late after 8.25 in the morning, the student will sign in late and a 45 minute detention will be written in their planner for that day.
- Students arriving between 8.25- 8.50 will be signed in late and sit a 45 minute detention

- Students arriving between 8.50-9.00 will be signed in late and sit a 60 minute detention
- Students arriving after 9.00 will be signed in late and sit a 90 minute detention
- Students who are late to lesson will be marked late in the class register. Any student who is late 2 or more times in one day will be issued a 45 minute late detention by the DOL the next morning. Any student marked as late to lesson 3 (after break) will be set a 45 minute detention by his/her DOL

2. Central detentions

- There is a daily central detention from 3.15pm until 4.45pm in the hall on the first floor. Students can accumulate detentions in one day up to the length of 90 minutes.
- These detentions are written in the student planner and logged on Bromcom at the time the detention is issued. A text message is also sent home.

3. Corridor Detentions

- Any member of staff can set a Corridor Detention for minor infringement e.g. noisy, slow, wrong side of the corridor etc.
- These detentions are logged by the member of staff on Bromcom so a daily list can be generated.
- Corridor detentions are set the next day at the start of lunch; students are reminded by their DOLs that morning to attend
- Non-attendance = 45 min same day detention
- More than 1 corridor in a day = 45 min detention (instead of lunchtime)
- 5 or more Corridor detentions in 1 week = 90 minute detention

N.B. Where a student fails to attend detention, the consequence will escalate e.g. failure to attend 45 leads to 90 etc.

Notes on Daily Reports

Type of report	Colour	Purpose	Lead
Student Positive Tracker	White	Monitor behaviour and attitude to learning	Tutor
Department Intervention	Blue	Monitoring student progress	HOD
Dol Monitoring Report	Orange	Monitor behaviour and attitude to learning Failed tutor report	DOL
PSP	Yellow	Monitoring behaviour reoccurring	Inclusion team
SLT Monitoring Report	Red	Monitoring behaviour after an exclusion	SLT
IE Monitoring Report	Red	Monitoring behaviour post IE	Inclusion officer

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 90 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.

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. Students who refuse to go to departmental relocation will also be placed in IE. 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.