



The Rudheath Senior Academy

Behaviour for Learning Policy 2021 – 2022

Intent

At the Rudheath Senior Academy, we understand that effective teaching and learning can only take place in a well-ordered environment where there is a consistent approach to practices across the school so that staff and students know the standard of behaviour that is expected. Promoting and rewarding positive behaviour requires the commitment of all members of our school community, students, parents/carers, governors, and staff.

Our Behaviour for Learning Policy invites all members of the school community to actively participate in enabling all young people to strive to reach their full potential. We wish to ensure that the ethos of excellence and kindness is embedded into all aspects of the school community and that this is reflected in the way we approach behaviour for learning with students. It is important that we can offer a high-quality education to all students so that they are well-equipped for the next stage of their journey once they leave the academy. To do this, we expect our students to thrive in a disruption free environment so that they can develop their talents to the full, both as an individual, and as a member of the wider community. Our ethos of Excellence and Kindness promotes the values of being caring and respectful, open, and welcoming, culturally affirming and equitable. We recognise that in nearly all situations, students want to behave well and want to learn. With positive behaviour management we can help them to achieve to the best of their ability.

The headteacher, governors and all the school staff have set out in this behaviour for learning policy to ensure our students can demonstrate our ethos of excellence and kindness and develop their character by immersing themselves in the three R's:

- Being **R**espectful
- Forming positive **R**elationships
- Becoming **R**esponsible citizens

Our form programme reflects our commitment to developing a positive climate which places learning as the number one priority and reinforces the need to teach and model good conduct and social skills.

Implementation

At the Rudheath Senior Academy, quality first teaching is at the heart of daily practice. We recognise that the way students are taught influences their behaviour. As such, teachers develop meaningful seating plans and classroom displays are meaningful. Classrooms are kept orderly and we expect high standards from the students in maintaining a tidy, well maintained space where learning can take place free from distractions.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the student to work in co-operation with others. Praise should be used to encourage good behaviour and improve self-esteem and as such, we use a system called LORIC to promote positive behaviour and attitudes. Students are routinely rewarded for displaying the attributes of leadership, organisation, resilience, initiative, and communication.

Responsibilities

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school – parents/carers, staff, governors, and students - to ensure good behaviour.

Students' responsibilities have an essential part to play in relation to the policy. Students are to follow our Behaviour Commitments towards all members of the school community, who work among them or have charge over them. Students should always aim to reflect on their behaviour and work with staff to bring about the necessary improvements.

Staff responsibilities are to:

- model good practice, model acceptable communication and use **language of choice**.
- seek to raise the self-esteem of all students and develop their full potential.
- work in close co-operation with parents in matters of behaviour management and to encourage students to take responsibility for their own behaviour.
- recognise and celebrate students' achievements.
- create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure.
- engage in reflection with students to repair relationships
- model our Core Values (of Excellence and Kindness)
- **Use the language of choice-** It helps students realise that they are making choices in many areas of life and the staff can guide them to make more socially appropriate choices. Good choices should be rewarded, poor choices should have consequences

Students' Responsibilities are to:

- follow our Core Values
- follow the Home School Agreement
- work to the best of their ability and allow others to do the same
- follow the instructions of school staff
- take care of property and the school environment
- co-operate with other students and adults
- work together to prevent bullying of all kinds
- complete all assigned work, homework and any coursework to the best of their ability.
- engage in reflection and repairing of relationships if needed.

We expect students and staff to adhere to our routines for learning outlined in the pictogram below displayed throughout the academy building.



Routines for Learning



I Will:	My Teacher Will:
Arrive on time	Arrive on time
Greet my teacher	Greet the students
Enter the room sensibly	Take the register
Have my equipment	Have planned activities for the lesson
Raise my hand if I have a question	Ask questions during the lesson
Present my work neatly	Review the work in books
Respond to feedback in detail	Give appropriate feedback to work
Read when asked and follow the text	Allow opportunities for reading
Listen respectfully to others	Treat everyone fairly
Leave the room calmly	Have a clear routine to start and end the lessons (as outlined by the teacher)
Not have my mobile phone	Not have my mobile phone
Thank the teacher	Thank the students
Complete homework on time and to the best of my ability	Set appropriate homework

Parents, Guardians and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour for Learning Policy. The policy cannot be seen in isolation from the parent's task as being primarily responsible for their child's education. Under the policy, parents are expected to co-operate with The Rudheath Senior Academy and work with teachers and other members of staff to help their child develop to their full potential.

Parents / carers' responsibilities are to:

- support the Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- inform the school of any absence
- communicate with all staff in an appropriate and respectful manner

School and Class Expectations

All staff and students are expected to behave in a way which is respectful of other people and the school environment. Good discipline is the responsibility of all staff. It is maintained through shared expectations and consistently high standards of courtesy, behaviour, effort, presentation of work, self and punctuality.

For the majority of students, positive relationships between teacher and student play a more significant role in maintaining good discipline than any fixed system. Classrooms (including labs, workshops, playgrounds etc.) are places of work and there need to be clearly understood rules and expectations which allow everybody to work safely, successfully and enjoyably.

Movement around the school

We always encourage a calm, orderly and purposeful environment. We believe being polite and courteous is important. Students should move around the school site in an orderly manner that supports a calm atmosphere and respects the health and safety of others.

Dining Hall

Food and drink should only be consumed in the designated areas. Litter must not be dropped anywhere inside or outside the school site and we ask all members of the school community to take care to keep the school clean and tidy. Plenty of bins are available and students are expected to take responsibility for their areas and pick up litter in and around their immediate vicinity.

Poor Behaviour outside the School Gates

Teachers have the statutory power to discipline Students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable." At The Rudheath Senior Academy we will impose reasonable sanctions for any student taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school. This may also apply to students that pose a threat to another student or member of the public or could adversely affect the reputation of the school. These will be subject to a statement(s) being completed or a report from staff, students or member of the public. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.

Consequences

The sensitive use of reprimands and sanctions is an effective means of reducing and tackling inappropriate behaviour, but the inappropriate use of reprimands and sanctions can exacerbate poor behaviour. Staff should use various de-escalation techniques when faced with challenging behaviour issues. Staff should always reprimand only the students responsible for misbehaviour. When imposing sanctions, we need to remember:

- To focus on the poor behaviour and not the student.
- To use private rather than public reprimands wherever possible.
- To be consistent when dealing with students and when implementing the Behaviour for Learning Policy.
- Once a sanction has been imposed the student is made aware that the incident is over, and they can make a fresh start.

The initial responsibility for dealing with student behaviour lies with the member of staff who witnesses the inappropriate behaviour, this includes all paid members of staff, and consistent concerns with a particular student or group should lead to consultation with relevant staff so that problems are resolved.

Following a potential breach in the behaviour for learning policy the Pastoral Team may require some time to investigate the incident before applying the appropriate sanction. During this time pupils may be required to work with a member of staff or in the Learning Resource Centre whilst

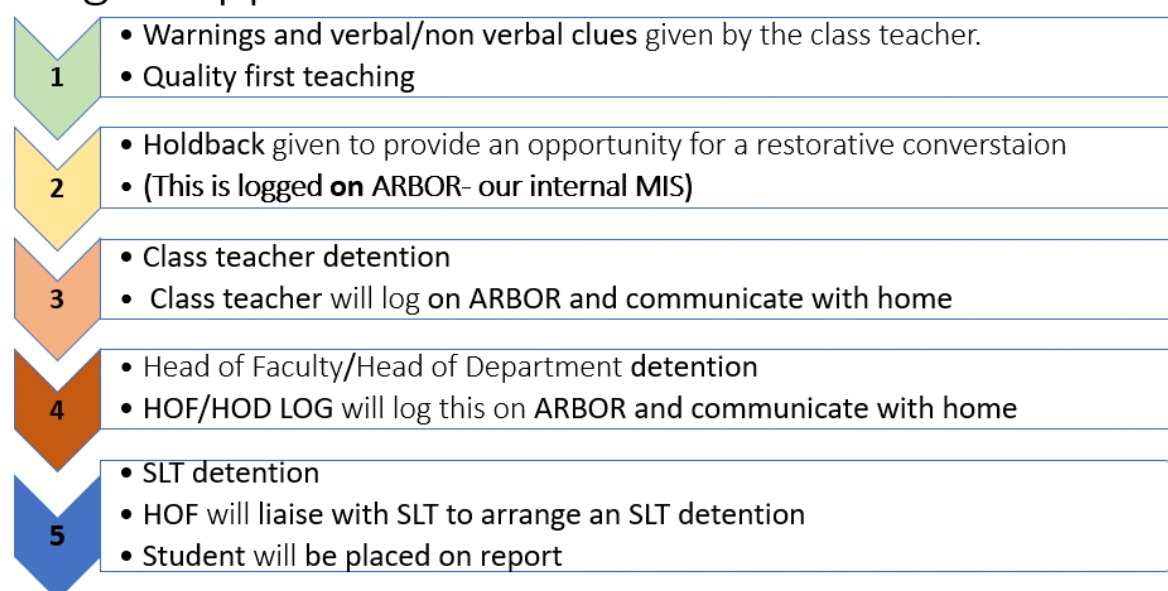
the investigation is taking place. This is not to be punitive, but to allow a fair and equitable investigation to happen to ensure that the response is appropriate.

Hold backs and detentions

Teachers have the legal power to put students in detention. Legally, schools don't have to give parents notice of after-school detentions or tell them why a detention has been given. However, where a detention is outside school hours, we will endeavour to give parents notice due to safeguarding and travel considerations. Lunchtime and break time detentions do not need prior notification of the parents/carers. We will allow reasonable time for students to eat, drink and use the toilet.

At the Rudheath Senior Academy, we offer a fair and staged approach to managing behaviour which can be seen in the pictogram below:

Staged Approach



Exclusions

Exclusions and isolations are a serious consequence to poor choices and as such, parents will be informed of any decision regarding these sanctions.

Internal Exclusion - Any behaviour that is deemed, in the judgement of the pastoral team or Senior Member of Staff to undermine the authority of a member of staff or adversely affect the health and safety of a member of the community, may result in an internal exclusion. Students will have the opportunity to reflect on their actions and behaviour for a fixed period of time with their form tutor, head of year or a member of SLT where they will be provided with a laptop and access to Microsoft Teams to ensure that they are still able to complete work. They will remain out of general circulation during periods of free time but will be given the opportunity to collect and eat their lunch.

External Exclusion- Any behaviour that is deemed, in the judgement of the head teacher or in his absence, the deputy or Assistant head teachers, to undermine the authority of a member of staff or adversely affect the health and safety of a member of the community, may result a student being suspended from school. This would normally be for 1 to 5 days but in very exceptional circumstances could be up to 45 days in any one school year. Parents/carers will be expected to bring the student back to school to be formally reintegrated. On return, students will be placed on a report card to help them manage their behaviour moving forward.

Permanent Exclusion - This is used in extreme circumstances when a change of school is the only way forward for both the students and the school. A formal exclusion meeting is held with parents, an LA officer and Governors. All exclusions, fixed period and permanent are made following the LA procedures.

The Headteacher may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass persistent bullying/discrimination.
- Persistent breaches of the school's behaviour policy,
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Supply of an illegal drug, or the severe misuse of an illegal drug. Please see the Drug Education Policy for further guidance.
- Carrying an offensive weapon.

There is a right for parents to make representations about all exclusion decisions. For permanent and fixed term exclusions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period. For fixed term exclusions of between 6 and 15 days, governors must meet if requested by parents and carers. In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting.

The Rudheath Senior Academy Behaviour for Learning Policy takes note of the guidance provided by the DFE “**Behaviour and Discipline in Schools**” (January 2016) & **Exclusion from maintained schools, academies and pupil referral units in England** (September 2017).

Attitude to Learning (ATL) and behaviour

Attitude to learning is just as important as good behaviour. Having a positive AtL will ensure all students are able to make good progress and complete work in a positive learning environment. An ATL issue will be identified as a student who does not disturb the learning environment, but their actions are affecting their own progress – for example no equipment, no homework or very little work completed in lesson, work not to the required standard, not acting on feedback etc. Attitude to learning is reported alongside academic achievement to parents at the end of each term.

Attitude to Learning Criteria

Outstanding Attitude to Learning = Grade 1

- The pupil is always positive about their learning and demonstrates a keen attitude towards improvement.
- The pupil makes an above average effort to ensure the highest quality of work is produced at all times.
- The pupil makes a conscious effort to improve all areas identified by the class teacher
- The pupil completes an excellent amount of work during lessons or work of exceptional quality

Good Attitude to Learning = Grade 2

- The pupil is positive about their learning and demonstrates a keen attitude towards improvements.
- The pupil makes a conscious effort to ensure the quality of work is produced in-line with ability.
- The pupil makes a conscious effort to improve areas identified by the class teacher – this includes acting upon verbal and written feedback.
- The pupil completes an appropriate amount of work during the lesson.

Requires Improvement = Grade 3

- There are areas that the pupil needs to improve; he/she is not working to their full potential.
- The standard of work produced is not in-line with the pupil's ability due to lack of effort.
- The pupil may demonstrate a lack of motivation and/or a lacklustre approach toward learning activities.
- They inconsistently reflect on teacher's feedback and a limited attempt is made to improve work.
- The pupil doesn't have the basic or subject specific equipment consistently.
- The pupil is sometimes late to lesson

Cause for significant Concern = Grade 4

- The pupil's effort levels are a major cause for concern.
- The standard of work being produced is significantly below the pupil's ability due to a serious lack of effort.
- The pupil's engagement in the in the learning activities is minimal, thus impacting on progress.
- They rarely reflect on teacher's feedback and little attempt is made to improve work.
- The pupil is poorly equipped for the lesson.
- The pupil avoids lesson or is late

A pupil consistently meets the school's day to day standards and expectations. When re-focussing is required, the pupil responds respectfully and addresses areas of concern.

Student Support & Interventions

Graduated Response – a waved reporting system will be utilised where necessary to support the student in improving their behaviour and attitude to learning. Identifying key areas of concern. There are 4 tiers to the reporting system:

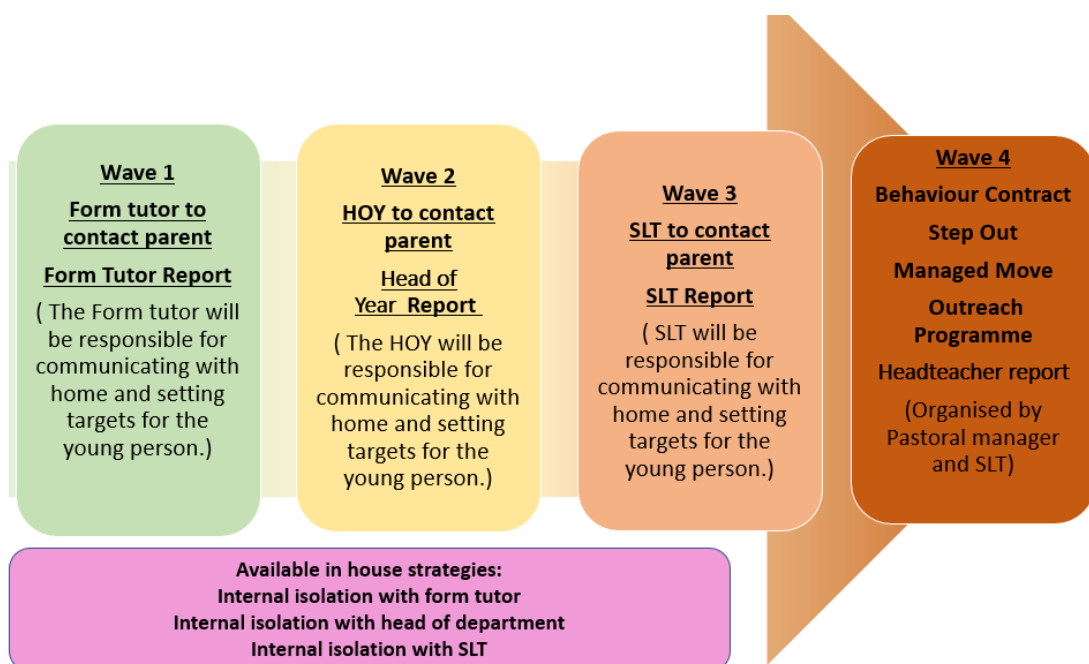
Wave 1 – Form Tutor

Wave 2 – Head of Year

Wave 3 – SLT

Wave 4 – Headteacher and Governing Body

This is outlined in the pictogram below:



A Behaviour Contract is an action plan for improvement implemented at wave 4 report stage, which is put in place for any student who is in danger of being excluded or whose behaviour is deteriorating rapidly. It will be written by a member of staff working with the student to improve their behaviour, in conjunction with the student and their parents/carers and will identify precise and realistic behavioural targets for them to work towards, together with any outside agencies that are involved. This document will last twelve weeks with a review after six weeks and a final review. If a pupil is unsuccessful in meeting their targets, then this may lead to a period of outreach work at a neighbouring school and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to further support the pupil. A

A report Card is inclusive of SMART targets and will be issued to the student at wave 1,2 or 3. This will be for an initial period of two weeks to monitor the student and promote good choices. The report card is created in conjunction with the student to ensure that targets are fair and reasonable and will be of benefit to the student in helping them to make good choices. If at any stage, the report card fails to have an impact or is being mis-used, the student will move to the next wave of report

Step-out – For any behaviour that is deemed, in the judgement of the Headteacher, deputy or assistant headteacher, to be a persistent breach of the school’s behaviour policy or single incident serious that adversely affect the health and safety of a member of the community, may result in a student being placed on a step-out. A step-out is a fixed period of time at an alternative educational establishment. If behaviour does not improve a fixed-term exclusion may also be issued.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent Students committing an offence, injuring themselves or others or damaging property. Please refer to DFE guidance of ‘Use of Reasonable Force in Schools.’ (July 2013).

Searching, Screening & Confiscation

Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, smoking paraphernalia such as vaping implements, illegal drugs, fireworks, pornographic images and stolen items. The Rudheath Senior Academy also enforces a strict ban on tobacco, e-cigarettes and fizzy/energy drinks which have a detrimental effect to school discipline. School staff can search Students with their consent for any item if the student agrees. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. Please refer to Screening, searching and confiscation, DfE (January 2018). Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.

Working with the Police

The school will provide all necessary support and information to assist the police in any investigation involving our students. It is the responsibility of parents and carers to inform the police of matters such as assaults/fights that take place in school. The usual school protocol will be followed should these incidents occur. The school will contact the police with safeguarding issues that warrant police involvement. The school is part of Operation Encompass a scheme which will ensure that we can better support any child where a domestic incident has been reported to Police from their home. Following a domestic incident, the Police will make contact with the school via telephone and communicate relevant information to nominated, fully trained school staff. This will ensure that we are made aware early enough to support children and young people in a way that means they feel safe, supported and listen to. Each school has a member of staff called a key adult who is trained to liaise with the police, when required, whilst ensuring support is available to the child. At the Rudheath Senior Academy, this is Jemma Morrell who is the designated safeguarding lead. The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs & disabilities (SEND).

Mobile Phones

To support with removing barriers and distractions in the classroom, The Rudheath Senior Academy acts as a 'mobile detox' school. In striving to promote our ethos of excellence and kindness, the use of mobile phones during social time (lunch/break) can cause unnecessary strain and pressure, poor relationships and a negative effect on pupil mental health.

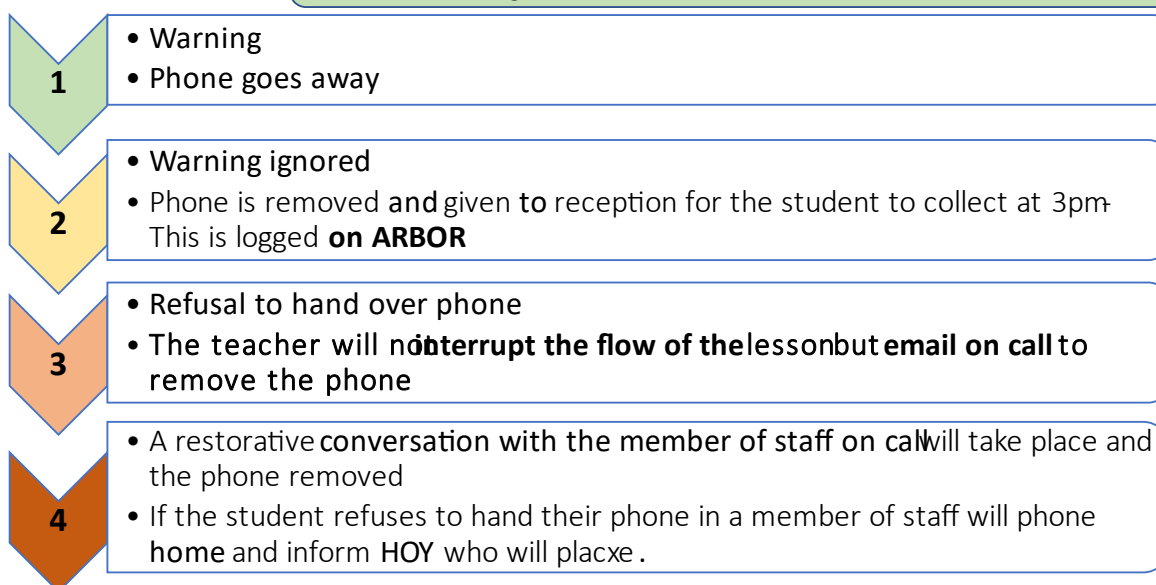
It is therefore expected that mobile phones will not be on or out of bags during the hours of 8.45am – 3.00pm. If you need to urgently contact your child, please contact the school reception and a message will be communicated via their class teacher and/or Head of Year.

If a mobile phone is used in school, students will be given the opportunity to put it away. However, if this is not done or there is persistent disobedience of this policy, it will result in confiscation and the device will be placed in a safe area in main reception. Mobile phones can be collected at 3.30pm by a parent or carer. This is non-negotiable and will ensure that the academy is a safe environment where students can focus.

This is outlined in the pictogram below:

Phones

1st removal – Child can collect at 3
2nd removal – Parent collects at 3pm
3rd removal – Letter generated – Parent collects. Phone has to be handed in each morning



Jewellery and uniform

The academy policy for jewellery is that students are permitted to wear one discreet pair of stud earrings. If a student arrives at school with any other piercing, they will be asked to remove it. If the student refuses to remove their jewellery or they have to have more than one warning, it will result in confiscation and the article/s will be placed in a safe area in main reception. This is non-negotiable and will ensure that we adhere to health and safety regulations. Uniform should be worn correctly at all times and hoodies are not allowed. If a student is wearing a skirt it should not be rolled up and of an appropriate length no shorter than two inches above the knee. Socks should not be worn over the knee.