



HALEWOOD
ACADEMY

Behaviour for Learning Policy 2020-21



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School Link: Miss G Walsh



WADE DEACON
TRUST

Introduction

At Halewood Academy, we are committed to providing a safe, caring and purposeful learning environment. All members of our school community, students, parents/carers, governors and staff have rights and responsibilities to promote positive behaviour, hold high expectations and be role models to others. It requires consistency of practise across the school and community to ensure students know the standard of behaviour that is expected of them.

Our Behaviour for Learning Policy reflects our commitment to the Academy's mission statement 'Inspirational Teaching for Aspirational learners' and our Core Values:

- Respect
- Aspiration
- Collaboration
- Excellent
- Resilience

To ensure we develop confident and competent young adults prepared to enter the wider world and to reach their full potential, the emphasis of the policy is on good order and respect enabling high quality teaching and learning for all members of the school community. The policy provides a clear, fair and consistent framework so that all students have the right to learn and all staff have the right to carry out their duties in a positive learning environment, free from interference or disruption.

The Academy recognises the importance of developing and maintaining relationships with parents/carers and the wider community to continue to sustain high standards of student behaviour. We hope that by encouraging positive behaviour throughout the Academy, we can promote good relationships that are built on trust, understanding and mutual respect. The policy also outlines rewards and what we expect from all our students in terms of their behaviour, and the sanctions that will be used if the policy is not adhered to. This expectation extends to all members of our academy community.

Current situation

As a school, we are aware that students with the most challenging behaviour may need more of a targeted approach, pastoral support or therapeutic strategies for example, de-escalation techniques. Not all students will need this support however, at Halewood Academy we will provide a positive and supportive environment for all our students.

Halewood Academy takes great pride in its Pastoral care. Each year group is led by a nonteaching Pastoral Team - both the Progress Leader and Progress Assistant are non-teachers so they are available throughout the school day. This is extremely important as it allows each team the time to need to look after their year group and to monitor standards of behaviour. Each key stage is assigned a Senior Leader who works alongside the team.

Our Behaviour Commitment /Aims

The Principal, governors and all staff have established a set of simple rules and expectations which are understood and adhered to by students, parents/carers and all staff.

- To maintain, encourage and promote good behaviour and positive attitudes to learning wherever possible.
- To develop a firm and consistent approach across the Academy.

- To provide clear and consistent sanctions which are understood by students, parents/carers and staff.
- To provide supportive structures for students who are displaying negative behavioural characteristics.
- To provide flexible curriculum structures and strategies which enable students to manage their behaviours in the school environment and remotely.
- To work within a multi-agency approach to meet the needs of all the students.
- To effectively involve students through discussion in PSHE, form time and other forums about the need for clear rules and expectations, both of staff and students.
- To collaborate and work in partnership with parents/carers when there are student concerns around behaviour and attitudes to learning are evident.
- To reward students for displaying positive behaviours.

Promoting Good Behaviour & a Positive learning Environment

The most important of all is the day to day climate and ethos of the Academy 'We Seek the Best' that are promoted through:

- A positive climate that promotes reward and praise rather than sanctions
- The support and respect that staff give to students, to each other and the school environment.
- The promotion of high expectations and standards across the Academy.
- Examples set by staff in displaying good relationships and communication with students.
- A colourful, inspiring and modern environment in and around the Academy
- A heightened sense of community cohesion, where students are ambassadors for the Academy and the community.
- Engaging, well-planned and challenging lessons that cater for individual needs.

Responsibilities

At Halewood Academy we believe that we all have a responsibility to encourage and promote positive behaviours around the school and in the community. Students' responsibilities have an essential part to play in relation to the Behaviour for Learning Policy. Students are to adhere to our Behaviour for Learning policy, aim to reflect on their behaviours and work with all staff to make any necessary improvements.

Staff responsibilities are to:

- Consistently reinforce the **"Whole School Expectations"** with students.
- Model our Core Values (Respect, Aspiration, Collaboration, Excellence and Resilience.)
- Model good practice and set a good example to students.
- Arrive on time to lessons and duties.
- Create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and safe.
- Deal with behaviour problems within the classroom as a first level of response issue appropriate sanctions to attempt to resolve behavioural issues in the classroom or on the school site.
- Plan and teach a lesson that engages and support the needs of the students.

- Engage in reflection with students to repair relationships.
- Work in close collaboration with parents in matters of behaviour management and to encourage students to take responsibility for their own behaviour.
- To recognise, reward and celebrate students' achievements.

Appendix A provides details of the Whole School Expectations.

Students' responsibilities are to:

- Follow the whole school expectation, Core Values and Home School Agreement
- Be on time to lessons
- Be respectful to each other
- To work in collaboration to prevent bullying
- Not talk while the teacher is talking
- Put their hands up when answering questions or requesting attention
- Respect and demonstrate the academy's core values
- Complete all assigned work, homework and classwork to the best of your ability and allow others to the same
- Take care of property and respect the school environment
- Collaborate with other students and adults
- Show excellence through completing the work set in the lesson to a good standard
- Engage in reflection and repairing of relationships if needed
- Celebrate your own success and achievement and that of others.

Support for students with behavioural difficulties can be provided by Form Tutors, Subject Leaders, Progress Leaders, SENDCO team or Senior Leaders. Students may be placed on a report card for a fixed period of time to monitor more closely a student's behaviour in lessons and during breaks and lunches. Pastoral Support Plans (PSP) may be an appropriate source of support for a student and will be created in liaison with parents or carers. In some exceptional cases, the Academy may utilise off site provision to support a student with behavioural issues.

Within the climate of inclusion there will be students who need a more personalised approach to their specific behavioural needs. This may well mean that the normal sanctions, stages of referral and rewards are not the most appropriate means of dealing with their behaviour. In such cases, other programmes of intervention and support may well be used in conjunction with external agencies and work based learning providers. Consultation, communication and collaboration with other agencies are fundamental to promoting good behaviour.

Parents, guardians and carers have responsibilities as role models for our students and they have an essential part to play in relation to the Behaviour for Learning policy. The policy works in partnership with the parent's responsibility as being primarily responsible for their child's education. Under this policy, parents/carers are expected to co-operate with Halewood Academy and work with all members of staff to support and help their child to develop to their full potential.

Parents / carers responsibilities are to:

- Support with the Behaviour for Learning Policy
- Communicate regularly with Halewood Academy on their child's education, welfare and behaviour with the school.
- Take an interest and celebrate their child's achievements.
- Support their child with their assigned work, homework and classwork.
- Inform the school of any absences
- Communicate with all staff in an appropriate and respectful manner.
- Support their child and staff in engaging in reflection and repairing of relationships if needed.
- Work with the Academy to improve their child's behaviour for learning in school and in the community.

Governor responsibilities are to:

- Model our Core Values (Respect, Aspiration, Collaboration, Excellence and Resilience) in school and in the community.
- Setting the strategic direction of the school
- Creating robust accountability for school performance.
- Model good practice.
- Arrive on time to meetings.
- Work in close collaboration with parents/carers, students and staff in matters of behaviour management and to encourage students to take responsibility for their own behaviour.

Rewards

As a school we are committed to promoting, celebrating and rewarding achievement. It is recognised that our students have a range of talents and abilities. Therefore, we are committed to recognising positive behaviour in school and in the community, rewarding the efforts of our students and their achievements at all levels. Please see the Reward Policy 2020-21 for further information.

Consequences

The sensitive use of reprimands and sanctions is an effective way of reducing and tackling inappropriate and disruptive behaviour. Staff should use various de-escalation techniques when facing challenging behaviour issues inside and outside the classroom. Staff will reprimand the student/s responsible for the misbehaviour. When imposing sanctions, we need to remember:

- To use a private reprimands rather than public where possible.
- To focus upon the poor behaviour and not the student.
- To be consistent when dealing with students and when implementing the Behaviour for Learning Policy.
- Once the appropriate sanction has been given, the students is made aware that the incident is over and the issue is resolved between the staff member and student.
- The parents/carers are informed of the serious behaviour incidents and informed of the appropriate sanctions. Where appropriate, a meeting will be arranged to support in resolving the issues.

The initial responsibility for dealing with the student behaviour is the staff member who witnesses the inappropriate behaviour, this includes all staff in the school. Consistent concerns

with a particular students or group of students should be escalated and communicated to relevant staff member/s so that any concerns can be discussed and resolved.

Classroom Pathway Protocol

Students will receive a grade for every lesson using the Class Charts system. Their attitude to learning and behaviour for learning will be placed into 4 categories:

Grade 1 – Outstanding – Expected behaviour and exceptional attitude to learning.

Once a student receives a grade 1 on Class charts, the parents/carers will be notified of this achievement.

Grade 2 – Good – Expected behaviour and expected attitude to learning.

A student will not receive an award or sanction for this grade as this behaviour and attitude to learning is expected.

Grade 3 – Requires Improvement – Behaviour and/or attitude to learning requires improvement.

Once a student receives a grade 3 on Class charts, the parents/carers will be notified of this and a resolution at break, lunch time or afterschool will be given up to a maximum of 20 minutes.

Grade 4 – Serious Cause for Concern – Unsatisfactory behaviour and/or attitude to learning that disrupts the teaching and learning.

Once a student receives a grade 4 on Class charts, the parents/carers will be notified through a message with immediate effect that the student has a Departmental 40 minute resolution. If a student fails to attend the resolution without a valid reason, it will be up scaled to 60 minute Whole School Resolution.

The following strategies should have been attempted before a grade 3 or 4 is awarded:

- Verbal warnings given
- Name on board (visual warning)
- Tick against name

Any grade 3 will result in a resolution with the teacher. This can be completed through a resolution at break or lunch time, or a resolution at the end of the school day. If the issue is not resolved between the teacher and the student, then this is referred to the subject leader. The subject leader will try to resolve the issue however, if this remains unresolved it may incur a 40 minute departmental resolution after school or another sanction until the matter is resolved.

Any grade 4 will result 40 minute departmental resolution after school. These must be recorded on Class charts by the staff member dealing with the student. Class charts will immediately notify the parent/carer of the resolution and the teacher will make a phone call to the parent/carer. If a student fails to attend the resolution, this will upscale to a 60 minute Whole School resolution. If there are continuous serious cause for concern in a student's behaviour and attitude to learning in the classroom and on remote learning, a meeting will be arranged with the student, parents/carers and teacher/s to resolve these concerns.

Appendix B illustrates the Classroom Pathway and Classroom Conduct (The Classroom Conduct demonstrates examples of behaviours for each Class Charts code.)

Resolution Meetings

If a student is causing problems around school over a period of time then, the Progress Leader or a Subject Leader may intervene to bring about a resolution on behalf of the staff concerned. Staff will invite a student's parents or carers into school to discuss concerns. The Progress Leader or Subject Leader will take a leading role in making sure the problems with each individual teacher are resolved.

Senior Leadership Team (SLT)

Those students not responding to the support given as outlined above will be referred to SLT. The lead person for behaviour is the SLT member assigned to each Year Group are listed below:

Year 7 – Miss Carson
Year 8 – Miss Walsh
Year 9 – Miss Hayden
Year 10 – Miss Catterall
Year 11 – Mr Day

Teaching and Learning Support (TLS)

Senior leaders and Lead Practitioner will support teaching and learning through the use of TLS. This may, on occasion, include resolving any behavioural issues that occur throughout the school day. For more serious incidents, students will be put in Isolation for the remainder of the day, or may be excluded.

Isolation

Isolation involves the withdrawal of a student from lessons, lunchtimes and breaktimes. Parents/carers are informed of this action. Students follow a fixed timetable set by the staff on duty within the Isolation Room. Miss Gallagher, Mrs Thompson, Mr Day and Miss Walsh are responsible for placing students in Isolation. Students may be placed in Isolation for serious issues for example, physical or verbal aggression towards staff/students, or persistent disruptive behaviour (this will be indicated through an accumulation of grade 4's.)

Exclusions

“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.”

*Exclusion from maintained schools, academies and pupil referral units in England
Statutory guidance for those with legal responsibilities in relation to exclusion
September 2017*

Students may receive a fixed term exclusion. Usually these are short term, lasting between one to five days. However, there are occasions when a student will need to be removed from the normal school timetable for longer periods of time, dependent upon the seriousness of the incident and whether or not it is repeated behaviour. In these cases, the student will return and have a return to school meeting with the Progress Leader and a Senior Leader where their fixed term exclusion and further intervention if needed will be discussed. The student will then be monitored for two weeks by their Progress Leader

regarding their behaviour and attitude to learning. The behaviour of a student outside school can be considered grounds for an exclusion. A serious breach or persistent breaches of this policy, violent behaviour and malicious allegations directed at staff may warrant a permanent exclusion.

The Pastoral staff will liaise between school and home when a student is excluded. They coordinate the package of work required to be completed whilst the student is excluded.

Governors' Behaviour Committee The Governors' Behaviour Committee consists of the Principal, Senior Staff and Governors. The committee meets once a term. Students who are causing persistent problems are invited with their parents onto the Positive Behaviour Programme to change their behaviour, set targets and to review them regularly. Final warnings prior to permanent exclusion are given, when necessary.

Communication

Parent/carers will receive an immediate message notification through Class charts if their child receives a reward and/or a sanction for each lesson. If the student receives a grade 4, a serious cause for concern, the notification will inform the parents/carers of their 40 minute resolution meeting. If your child fails to attend this with no valid reason, there will be a further notification of a 60 minute resolution.

SLT, subject leaders, pastoral and designated staff will be kept informed of the status of all relevant students on a day-to-day basis through the use of Class Charts. In this way students will be dealt with in an effective, and efficient manner.

Bullying

All students and staff have the right to feel happy, safe and included. Students and staff have the right to work in an environment without harassment, intimidation or fear. All bullying, of any sort, is therefore unacceptable. Students who experience bullying will be supported. Halewood Academy recognises the negative impact that bullying can have and consequently adopts a policy where all forms of bullying are dealt with as swiftly as possible. The Academy has an Anti-Bullying Policy and this contains details of how bullying is defined and how it will be dealt with. This policy is available to view on the school website.

Behaviour outside the school gates

Teachers have the statutory power to discipline students for misbehaving outside the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate student's behaviour in these circumstances 'to such an extent as is reasonable.' At Halewood Academy, we will impose sanctions for any students taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a student at our school. This may also apply to students who pose a threat to another student, a member of staff, a 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 and/or a member of the public. An investigation will take place and appropriate consequences will be given that are deemed reasonable in all circumstances.

E-safety

Students are expected to follow the E-Safety precaution at all times. It is against the law in the U.K to use a mobile device and social media networking sites to frighten or upset people. Please be aware that electronic devices may be confiscated if there is reasonable suspicion

that they may contain inappropriate material. Cyberbullying is taken very seriously in school and could involve police involvement.

Uniform

Students who do not adhere to the Academy's uniform policy will face appropriate sanctions. This could include: Phone calls home, sanctions on Class Charts and internal exclusion. Students will be required to provide a note from home if they are unable to fulfil any of the requirements of the Academy's uniform. The letter needs to state the student's name, date, a parent/carer signature and a date as to when the student will have the correct uniform.

Acrylic nails and trainers are not to be worn at Halewood Academy. Please refer to the shoe poster for further guidance on appropriate school shoes.

Extremism

Please see the Safeguarding and Child Protection Policy.

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 each other.

Searching, Screening and confiscation

Items which may be searched for without consent may include knives or weapons (made or adapted,) alcohol, illegal drugs, fireworks, pornographic images and stolen items. Halewood Academy also enforces a strict ban on tobacco, e-cigarettes and 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/carers before a search takes place or to seek their consent to search their child.

Working with the Police

The Academy will provide all necessary support and information to assist the police in any investigation involving our students. It is the responsibility of the parents/carers to inform the Police in matters such as assault/ fights that may take place in school. The school will support the parents/carers if they wish to pursue further. This school protocol will be followed should these incidents occur. The school will contact the Police with Safeguarding issues that warrant Police involvement.

Appendix A provides details of the Whole School Expectations.

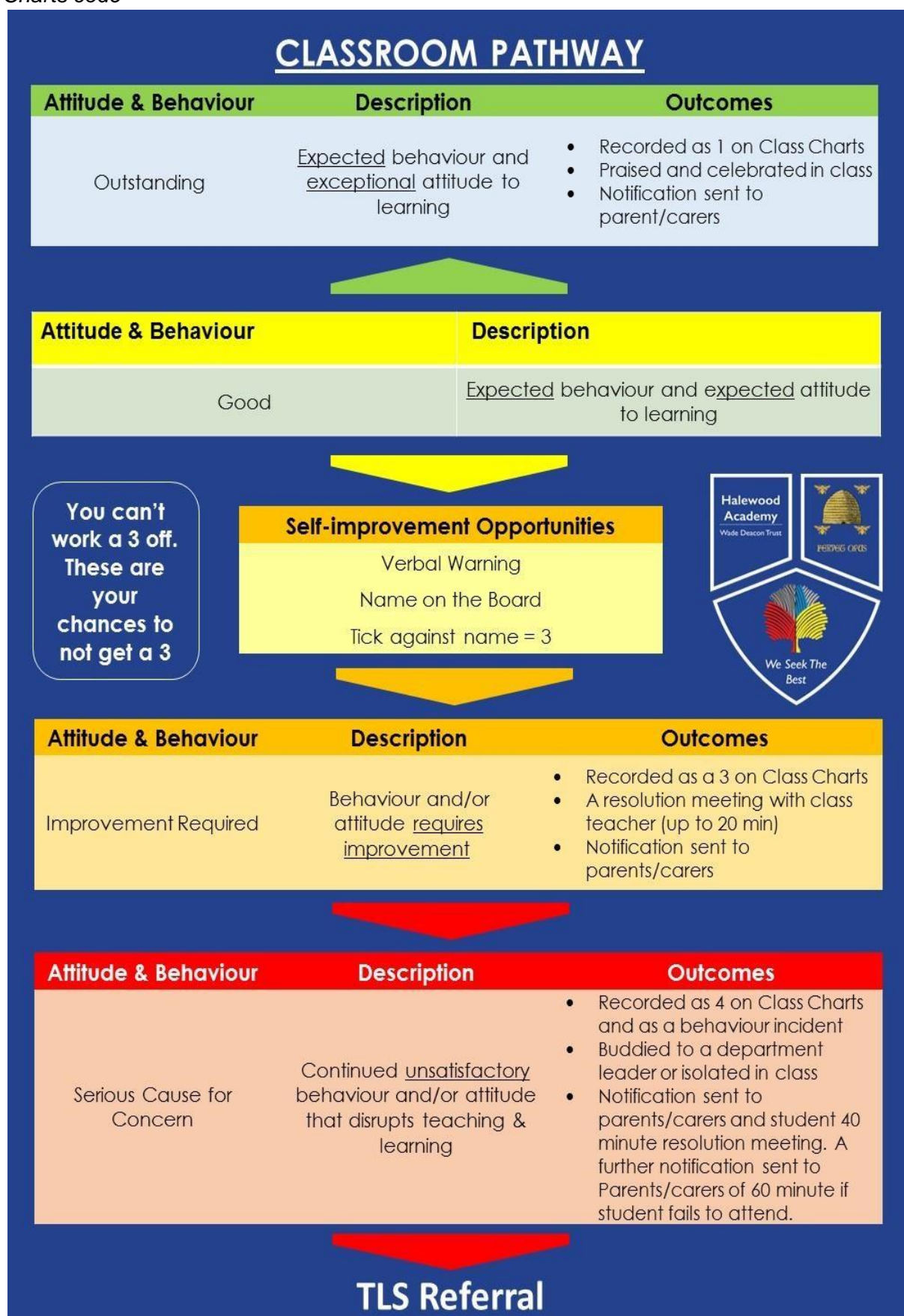


Whole School Expectations

- ✓ Staff will greet students on arrival.
- ✓ All students will bring the correct equipment to school each day.
- ✓ Students will need to wear the correct uniform and have an A4 sized school bag each day.
- ✓ In form time, students will follow the timetabled activity.
- ✓ Class work will be dated and have a title in every lesson. All dates and titles will be underlined with a pencil and ruler.
- ✓ The learning objectives will be written in class books at the start of each lesson.
- ✓ The lesson structure will be recorded in class books.
- ✓ All homework will be recorded in student planners.
- ✓ All homework should have 'homework' written as a title, underlined with a pencil and ruler.
- ✓ No graffiti or unnecessary drawings should be seen anywhere in books.
- ✓ Mistakes must be crossed out by a single line using a ruler.
- ✓ Student's class books will be marked in line with school policy.
- ✓ Literacy errors and misconceptions will be addressed in line with school policy.
- ✓ Students will receive constructive feedback in line with school policy.
- ✓ All students will write in black pen.
- ✓ All students will use a green pen for their Green Zone unless tasks are printed on green paper.
- ✓ All student responses will be completed in blue pen this includes self/peer assessments.
- ✓ Staff feedback to students will be completed in purple pen.
- ✓ Staff will ensure students' work meets their expectations and if not, will set students a resolution to complete the work to that standard
- ✓ At the end of the lesson, students will wait behind their desk before being dismissed

We Seek the Best

Appendix B illustrates the Classroom Pathway and examples of behaviours for each Class Charts code





CLASSROOM CONDUCT

1 = Outstanding: Expected behaviour and exceptional attitude to learning.

- ✓ Taking on additional responsibilities during lesson
- ✓ Complete 'Stretch & Challenge' tasks
- ✓ Carry out a piece of independent learning
- ✓ Working outside of comfort zone
- ✓ Consistently exceeding expectations

2 = Good: Expected behaviour and expected attitude to learning.

- ✓ Meeting all whole school expectations
- ✓ Planner & Equipment ready
- ✓ Actively engaging in lessons
- ✓ Being respectful at all times
- ✓ Enter the room in the correct manner
- ✓ Complete classwork to the best of your ability
- ✓ Arrive on time
- ✓ Presentation of work to be neat and tidy
- ✓ Actively participate in group setting

3 = Improvement required: Behaviour and/or attitude is unsatisfactory.

- × Not completing homework
- × Not meeting whole school expectations
- × Not enough work completed
- × Work not completed to expected level
- × Poor engagement
- × Poor BfL
- × Disrespectful
- × Disrupting the learning of others
- × Mobile phone issue
- × Inappropriate language
- × Defiance

4 = Serious cause for concern: Behaviour is disrupting the learning of others and may result in the removal from the lesson.

- × Serious behaviour incident
- × Health & safety issue
- × Threatening behaviour/language to student or staff
- × Refusal to follow instructions
- × Being buddied
- × Repeated defiance

We Seek the Best

Behaviour for Learning in classroom

Behaviour flowchart for Classroom teacher

Note: classroom teacher is involved in every step

