



# CULTURE FOR LEARNING POLICY

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## **Culture for Learning Policy**

### **1. Introduction**

Harborne Academy provides real opportunities for learning in a caring, supportive and, above all, positive environment. Standards and expectations are high, with individuals encouraged to take responsibility for themselves. This policy is a statement of good practice that covers all aspects of the Academy and contributes to the development of a positive, inclusive ethos and the maintenance of good behaviour. Everyone at the Academy is expected to help ensure the existence of an atmosphere conducive with learning, where courtesy and mutual respect are basic requirements. The policy has been developed in accordance with the ethos of United Nations Conventions of the Rights of the Child (UNCRC) which states that:

**Article 12:** Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 31:** Every child has the right to relax (and) play.

### **2. Aims and Objectives**

Through this policy Harborne Academy aims to:

- ensure that all pupils feel safe to learn and be with others;
- ensure that all pupils are treated fairly, with respect and dignity;
- treat all reports seriously and listen to what the pupil has to say;
- show a generosity of spirit in relationships;
- create an environment where each person, regardless of race, religion, colour, sex, age, language, ability, background or family circumstance, feels valued and is encouraged to develop a sense of worth, dignity, security and belonging;
- encourage and reinforces positive attitude and good behaviour;
- define acceptable standards of behaviour;
- encourage consistency of response to both positive and negative behaviour;
- promote self-esteem, self-discipline and positive relationships;
- ensure that the Academy's expectations and strategies are known and understood;
- secure a stimulating climate for effective teaching, learning and achievement.

There are five objectives to the policy:

- to recognise and reward positive behaviour;
- to encourage and teach pupils to accept their personal and social responsibilities whilst being accountable for their own behaviour conduct and actions;
- to secure a positive climate for learning for all pupils;
- to provide a framework for managing and improving behaviour of pupils who behave negatively towards themselves, other pupils and adults;
- to deal fairly but robustly and consistently with persistently disruptive pupils.

### 3. Principles

Underpinning the Academy ethos are the expectations set out in **The Harborne Way**. **The Harborne Way** outlines the expectations for all pupils. Rewards and consequences are issued by members of staff in relation to every pupil's response to **The Harborne Way**.

**The Harborne Way** is defined in the 4 Ps of Pride, Professionalism, Passion and Performance through which pupils are encouraged to:

- Treat others as you would wish others to treat you – respect adults and young people alike;
- Be truthful at all times;
- Be polite to all adults and visitors to the Academy and in the community;
- Dress smartly in the correct uniform;
- Look after the environment in school and in the community.

### 4. The Academy Ethos

All members of the community, including adults, at Harborne Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other. Since their example has an important influence on the pupil, adults are also expected to adhere to **The Harborne Way**. They are expected to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;

- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

To further ensure the achievement of the aims of the policy all adults should ensure that:

- good behaviour is rewarded and sanctions are always applied consistently for unacceptable behaviour;
- appropriate action must be taken to reduce the risk of poor behaviour occurring, including particular action to prevent behaviour issues arising amongst vulnerable groups;
- they model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills;
- They understand and accept the principles on which the behaviour policy is grounded.

The Academy has a code of conduct which is issued to all new pupils to the Academy. In addition, all new pupils and their parents are required to sign a home – Academy agreement to demonstrate their commitment to sustaining the academy ethos.

**See Appendix 1: Code of Conduct**

**See Appendix 2: Home Academy Agreement**

## **5. Definitions**

Harborne Academy defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all members of the Academy community in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visits or other persons within/outside the school premises. Bullying behaviour is defined as the conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves.

## **6. Roles and Responsibilities**

### **6.1 Governors**

The governors of Harborne Academy will:

- Ensure Harborne Academy has a behavioural policy
- Ensure that the policy is available to parents

- Ensure that policies and procedures are reviewed regularly

## **6.2 Headteacher**

The Headteacher will:

- Ensure the policy adopted by the governors of Harborne Academy is fully implemented and followed by the whole Harborne Academy community
- Ensure effective implementation of policy
- Organise appropriate staff training and awareness raising sessions
- Monitor, review and evaluate the effectiveness of the policy according to the timescale for the review
- Report to governors on request

## **6.3 Assistant Headteacher**

The Assistant Headteacher will:

- Coordinate the procedures for dealing with behavioural issues
- Oversee the investigation of all behavioural issues according to the behaviour matrix
- Ensure all new staff are inducted in the procedures for classroom management
- Ensure that all pupils are fully aware of the contents of the behavioural policy
- Ensure that opportunities exist both around Harborne Academy and within the PSHE programme to promote a positive, supportive and secure environment which gives pupils a sense of being respected and valued
- Ensure that all incidents of poor behaviour are recorded consistently
- Ensure that the rewards procedure is followed consistently

## **6.4 All Staff**

All staff at Harborne Academy will:

- Ensure they are fully conversant with the behaviour policy and appendices.
- Ensure that all incidents of poor behaviour are reported
- Ensure that all incidents of bullying are recorded

## **6.5 Pupils**

All pupils at Harborne Academy will:

- Subscribe to the code of conduct including the wearing of the correct uniform in full
- Be prepared to express their views on policy and procedure through the Student Council

- Support the Student Council in raising awareness activities

## **7 Implementation**

All staff, pupils and parents have an obligation to implement the policy and must recognise that behaviour that disrupts a pupil's own learning or that of others cannot and will not be tolerated

The behaviour policy will be communicated to all new and existing pupils through the prospectus, the School Council, assemblies and within the curriculum. It will be communicated to parents through the home – Academy agreement, the prospectus and website. Key sections of the policy will be displayed around the Academy premises.

Staff will be consulted regularly about the policy and its implementation and new staff will be familiarised with the policy during induction. There will always be some measure of inset linked to the policy for the whole staff during each academic year.

## **8 Classroom Management**

Classroom management and teaching methods have an important influence on a pupil's behaviour. The classroom environment gives clear messages to the pupil about the extent to which they and their efforts are valued. Relationships between teacher and pupil, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Material and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation from all. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupil to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between the teacher and the child to avoid resentment.

Rules and procedures should be designed to make clear to the pupil how they can achieve acceptable standards of behaviour. They should:

- Be kept to a necessary minimum
- Be positively stated, telling the pupil what to do rather than what not to do
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced

## 9 Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. Harborne Academy believes that rewards have a motivational role, helping every pupil to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for pupil. Rates of praise for behaviour should be as high as for work achievements.

Pupils will receive recognition for making positive contributions to Harborne Academy and, as such the rewards system is linked to the ethos of the 4Ps and **The Harborne Way**. Praise and rewards will not be limited to those whose work is outstanding but will also include supportive behaviour towards others, consistently high level of effort, exceptional contribution to the wider community and outstanding attendance and punctuality. Harborne Academy will operate a reward system whereby points will be allocated and accumulate towards awards and prizes at key times during the academic year. By linking the awarding of rewards points to the behaviours demonstrated inside and out of lesson pupils will be able to understand the links between professionalism, pride, passion and performance. Points are allocated via Behaviour Watch. At the end of each half term there will be a bulk adjustment where pupils gain an additional point for every day they have been present and on time. Throughout the year there will be rewards assemblies to celebrate ongoing successes. At the end of the academic year there will be a Celebration Evening for the most successful pupils where awards will be presented to pupils for highest levels of achievement, effort and attendance linked to the rewards system.

Further details of the rewards programme can be found in the dedicated rewards policy.

**See Appendix 3: Table of Allocation of Rewards**

## 11. Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. Pupils have a right to expect sanctions to be applied for poor behaviour which make clear distinctions between serious and minor infringements of expected standards. Sanctions should be applied fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.

All school staff have a statutory power to impose sanctions at the discretion of the Headteacher. When applying sanctions all staff should make clear they are dealing with the behaviour, rather than stigmatising the person. Staff should make it very clear what the sanction is being applied for and what modification to behaviour is expected. Early escalation to severe sanctions should be avoided, reserving them for the most serious or persistent misbehaviour. Sanctions should always take account of individual needs, age and understanding. Staff should avoid whole-group sanctions that punish the innocent as well as the guilty. Sanctions should be applied in a calm and controlled manner and seen as inevitable and consistent.

At Harborne Academy sanctions are established through the five stages of the Behaviour Matrix. This details how behaviour should be escalated through a range of stages. The most critical stage is Stage Zero which is made up of classroom consequences according to the level of disruption to learning in the classroom. The consequences are as follows:

	<b>Issue</b>	<b>Outcome</b>	<b>Sanction</b>
<b>Stage 0</b>	1 instance of low level disruption	warning	
	2 instances of low level disruption	name on board	
	3 instance of low level disruption	Tick against name	20 minute detention
	4 instance of low level disruption	Removal from room	45 minute detention
	Minor infringement on corridor or Playground		20 minute detention
	Poor corridor or playground behaviour		45 minute detention
<b>Stage 1</b>	Ongoing stage 0 behaviour	Faculty Monitoring	1 hour detentions
<b>Stage 2</b>	Ongoing stage 1 behaviour	Progress Leader monitoring	Reports and 2 hour detention
<b>Stage 3</b>	Ongoing stage 2 behaviour	Assistant Headteacher monitoring	Isolation followed by SLT report
<b>Stage 4</b>	Ongoing stage 3 behaviour	Headteacher Involvement	Fixed term exclusion followed by Head Teacher's Report
<b>Stage 5</b>	Ongoing stage 4 behaviour	Governor Involvement	Permanent Exclusion



**See Appendix 4: Detailed Behaviour Matrix**

## **12. Detentions**

There are three types of detentions that can be issued:

**Behaviour and Attitude:** Detentions are issued as a result of two or three classroom warnings, removal from a lesson or poor corridor or playground behaviour.

**Work related:** Detentions are issued where homework has not been completed or classwork has not been of sufficient detail.

**Punctuality:** Detentions are issued in accordance with the school punctuality and attendance policy.

Where pupils do not modify behaviour leadership detentions of 1 or 2 hours can be issued as an escalated sanction.

**See Appendix 5: Detention Protocol**

## **13. Roaming and On Call Zoning Support**

During the day a designated member of SLT will be roaming the corridors of the whole academy. The key purpose of this is to **support staff** in focusing pupils on teaching and learning. The member of staff who is roaming will be high profile and will drop into lessons which might be considered hotspots. These could be those in which some of our more challenging pupils/classes are learning, where there is cover/supply, where there are new staff and NQTS or where their presence has been requested to support with a specific group. They will also be challenging pupils who are out of lessons and checking they have permission slips. It is anticipated that this will help to reduce low level disruption in lessons. The roaming member of staff is not responsible for removing unruly pupils from lessons as it is intended to be a proactive role.

On Call Zoning is a characteristic of the Behaviour Matrix whereby a member of staff requests in class support from the team of mentors to remove a pupil to another classroom. Where a member of staff has given a pupil 4 warnings and no improvement has been made another pupil should be sent to pupil reception to request the member of the on call zoning team.

## **14. Intervention and Prevention Strategies**

In addition to actions that will be taken to lead to the improvement of behaviour Harborne Academy will use a range of strategies for intervention and prevention which will take into account the needs

of individual pupils. The main vehicle for introducing personal responsibility for actions will be the PSHE programme but other strategies might include:

Mentoring Allocation

Pupil peer mentoring

Personal support programmes

Development of more widely differentiated curriculum resources

Investigation of alternative teaching strategies

Additional study support

Referral to Inclusion Panel

Counselling

Anger management courses

These will be explored in discussions between the Academy, pupil and their family and, where necessary, a behaviour plan will be established. Harborne Academy formally undertakes reviews of the educational needs of pupils at termly inclusion meetings. Details of such reviews undertaken are included in each pupil's file. Harborne Academy involves external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.

#### **See Appendix 6: Exemplar Behaviour Plan**

#### **15. Inclusion Panel and Alternative Provision**

Harborne Academy is in partnership with the Oaks Collegiate in supporting pupils with passports, managed moves and alternative provision. These are usually recommended as alternatives to exclusions to enable pupils to secure positive outcomes without limiting their future career pathway.

- Passport Referrals – Pupils spend approximately six weeks in a guest Oaks school. These passports are viewed as a time out for pupils from their home school and pupils return after the agreed passport duration to their home school. Passports are predominantly for KS3 pupils. Referral issues for passport can be linked to behaviour, attendance or wider pastoral issues.
- Managed Move Referrals – These are fixed term arrangements that are subject to agreed reviews and actions between home school and partner school. Managed Moves take place where there are cumulative records of poor behaviour or pastoral issues. Managed Move pupils often do not return to their home school but this is not a stipulation of the

agreement. Managed Moves are usually for fixed terms and the pupil will remain dual registered during the process. Managed Moves are predominantly for KS4 pupils.

- Permanent Exclusion Pilots – These are agreements between schools where there has been a one off critical incident for a pupil that could lead to permanent exclusion. Each case is scrutinised individually and the Head Teacher will make the recommendation.
- Alternative Provision Placements – These are schools and colleges that offer pupils a placement when the only alternative is to recommend permanent exclusion. Harborne Academy uses this provision within the Oaks Collegiate and across the city.

## **16. Investigating incidents**

Harborne Academy investigates all reported incidents of pupil misbehaviour and where necessary take statements using the incident form. Parents/carers will be notified according to processes in the Behaviour Matrix. Staff will receive training, support and advice for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements. Where it is appropriate to do so, the Academy will notify police and other relevant bodies of any incident. Feedback from any investigation undertaken is provided to relevant persons together with recommendations for action. A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves Harborne Academy. Where an investigation finds that there is no case to be heard, the report will be retained by Academy but will not be kept within the pupil's file.

Action taken relating to reported bullying is detailed in the appendices.

**See Appendix 7: Witness Statement Form**

**See Appendix 8: Bullying**

## **17. Recording Information**

All rewards and incidents of poor behaviour must be logged on Behaviour Watch as soon as possible. The system allocates one point to each incident log to enable monitoring of number of negative and number of positive incidents. Reports will be extracted to monitor trends in the issuing of rewards and the behaviour of individual pupils, year groups or specified groups.

## **18. Governor's Student Welfare Panel**

Harborne Academy has a Governor's Student Welfare Panel. The Panel sits at Stage Four of the Behaviour Matrix; its purpose is to provide support to pupils and parents in making the right choices

relating to attendance and creating an appropriate climate for learning for all. It will emphasise the importance of high quality learning and high levels of attendance of students. Students may be referred to the panel prior to implementing a permanent exclusion, if the Academy deems that the parent and pupil will benefit from such a meeting. The Panel will consist of a minimum of one member of the governing body, the Assistant Headteacher responsible for behaviour and attendance and the Progress Leader of the relevant year group. There will be a maximum of 5 Panel meetings in any one academic year.

### **19. Monitoring and review**

The policy and its implementation will be monitored through termly meetings with the link governor for behaviour and through an annual report to the Full Governing Body. Harborne Academy will review this policy annually and assess its implementation and effectiveness.

Lead SLT member: Assistant Headteacher with responsibility for Behaviour

Associated policies and documentation

- Safeguarding Policy
- Teaching and Learning Policy
- Rewards Policy
- Pupil leadership documentation
- PSHE / Citizenship statement
- Pastoral structure

## Appendix 1

## The Harborne Way

### Code of Conduct

The community of Harborne Academy will ensure that everyone has the right to work in a safe and pleasant environment. There is an expectation that ALL pupils will follow **The Harborne Way** and:

- Treat others as you would wish others to treat you – respect adults and young people alike
- Be truthful at all times
- Be polite to all adults and visitors to the Academy and in the community
- Dress smartly in the correct uniform
- Look after the environment in school and in the community.

This means that in the school community, ALL learners will:

#### A. During Lessons And Formal Learning Time

- Be fully equipped to learn
- Listen and follow instructions provided by adults responsible for their learning
- Focus on the set task
- Work to the best of their ability
- Ask for help when needed.

#### B. During Assemblies and Tutor Time

- Enter the hall in silence
- Listen and follow instructions provided by adults responsible for their learning.

#### C. Whilst in the Dining Room

- Line up sensibly, following the termly rota
- Co-operate and say thank you to staff in the dining area
- Eat food quietly and with good table manners
- Clear food/plates away. Keep learning areas tidy.

#### D. Whilst Outside

- Refrain from bullying, swearing or name calling
- No fighting or threatening behaviour
- Include all others who wish to participate
- Avoid rough or dangerous games or activities.

#### E. During Social Time

- Respect all others and refrain from teasing or name calling
- No bullying, fighting or swearing

- Move around the building and in open spaces in a calm, caring and safe manner
- To refrain from using mobile phones during Academy hours

## **Appendix 2**

### **Harborne Academy**

#### Parental Agreement

Harborne Academy will provide an educational community that is calm, safe, welcoming and inclusive, and in which diversity is celebrated. The Academy pupils and staff will strive together for excellence by continuously improving on their personal bests.

The Academy will ensure that everyone is an effective learner responsible for their own development and learning and for the development and learning of others. It will allow creativity, innovation and problem-solving to all aspects of Academy life.

Harborne Academy recognises parents/carers as partners and will encourage their engagement to ensure that all pupils achieve their full potential.

The overall vision for the Academy will be to:

- Place learners at the heart of everything it does
- Promote a progressive, inspirational and dynamic approach to teaching and learning which responds to pupils, employers and economic needs
- Create an environment and ethos which encourages learning and skills development
- Promote and provide opportunities for successful participation in education for people from all backgrounds and abilities
- Strive for excellence in all aspects of its business
- Encourage staff to embrace challenging professional standards and raise achievement.

The Academy will be inspired by this vision to ensure outstanding outcomes for all learners by:

- Placing learners at the heart of everything it does
- Consistently providing inspirational strategic leadership
- Using the specialisms to drive the Academy forward as a Centre of Excellence
- Consistently providing dynamic teaching and learning opportunities
- Developing a curriculum which is imaginative, innovative, dynamic and relevant.

Home-Academy Procedures and Contract

When we work together we make a difference and the Academy recognises that parents play an active and valued role in their child's education and that you have unique strengths, knowledge and experience which can make a valuable contribution to your child's education.

We want to create an environment where both the Academy and parents respect and value each other and share the common aim of your child achieving their full potential. To this end, there will be a partnership contract between pupils, parents/carers, Academy teachers, support staff and the governors.

This document details our expectations, based upon principles, of our pupils and their parents/carers along with what they can expect from the Academy.

1. A Safe Learning Environment:

- It is expected that an Academy pupil will **never** act in an aggressive way, either inside or outside the Academy
- It is expected that an Academy pupil will **never** have possession of, or use, any object as a weapon either inside or outside the Academy
- It is expected that an Academy pupil will **never** bring illegal substances into our Academy community.

2. Equal Opportunities:

- Value all members of our learning community
- Welcome and celebrate the diversity amongst us which enriches our experience and understanding
- Expect all to have the right to be treated fairly and with respect
- Expect all to behave in a way which promotes learning
- Expect all to treat each other with care and consideration
- Reject language or behaviour that insults our many differences.

3. Harborne Academy Pledge:

We agree, as Teachers of pupils at Harborne Academy to:

- Know the pupils as individuals. This means knowing where they are in their learning, how they learn best and the most effective ways of supporting them to keep improving on their full potential
- Provide a balanced curriculum through exciting and challenging educational experiences
- Enable pupils to become independent, confident, successful and responsible learners, ensuring that they reach their full potential as valued members of the Academy's community
- Help pupils to develop as individuals, encouraging confidence, self-esteem and positive relationships with others

- Build effective relationships with the parents/carers of the children in their care
- Be open and welcoming to parents/carers and offer opportunities to become actively involved in the Academy
- Keep parents/carers informed about their child's progress and about other relevant Academy matters.

#### 4. Parental Pledge

I agree, as a parent of a pupil at Harborne Academy to:

- Value education and show an interest, on a regular basis, in my child's learning
- Send my child to the Academy regularly on time and in full Academy uniform, ensuring that my child is ready to learn – that she/he has had enough sleep, has eaten a breakfast and has the required books, kit and equipment for the day
- Explain to my child what the Academy requires in terms of work, homework and behaviour, and supporting the Academy in its high expectation
- Celebrate my child's achievements with her/him
- Let the Academy know of any special medical needs or any special circumstances which may affect my child's learning
- Use my child's planner as a means of communication with the Academy: check homework set, write messages and sign the planner each week
- Support the Academy's Behaviour for Learning policy and instil in my child how she/he is expected to behave
- Regularly attend parents' evenings and any other relevant meetings or workshops;
- To fully support the Code Of Conduct
- Agree to my child being detained up to 60 minutes at the end of the day as a result of unreasonable behaviour, poor work or punctuality
- Agree to my child being detained for 1 hour detention after school on a day when they are late to school.

#### 5. Pupils Pledge:

I agree as a Harborne Academy pupil to:

- Aim high and be an active learner
- To follow the Code Of Conduct
- Come to the Academy regularly and punctually in full Academy uniform and bring the required books, kit and equipment
- Work hard on classwork and homework and strive always to improve on my personal best
- Be polite, co-operative, considerate and kind and treat other people with respect
- Be prepared to work with anyone in my group
- Ask for help when I need it
- Accept advice and guidance from the teachers and support staff



- Do as I am asked by staff without arguing
- Follow the Academy's Behaviour for Learning Policy
- Act with care, respect and dignity when moving around the Academy or in the local community
- Involve myself in the additional opportunities provided by the Academy.

## 6. Harborne Academy Contract Of Agreement

Pupil:

I understand and agree to follow the above contract

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Carer(s):

I have read and agree to follow the above:

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Harborne Academy

Name \_\_\_\_\_

Role \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

### Appendix 3

#### Available Rewards 2016 – 2017

<b>Certificates</b>	
Platinum	700
Gold	550
Silver	350
Bronze	150
<b>End of half term</b>	
Every 25 points	Raffle ticket for prize draw
<b>End of term trips</b>	
Autumn	100
Easter	200
Summer	300
<b>Attendance</b>	
Free day out with lunch	99 or 100% for whole year
Half price trip to agreed venue	95% or above for whole year
<b>Best in year group</b>	
Half termly rewards x 3	Voucher/early dinner pass for 1 week
Termly rewards x 3	Voucher + gift/early dinner pass for 1 week
Attendance per term 100%	Voucher + early dinner pass for 1 week
Attendance per term 95 - 99.9%	Gift + early dinner pass for 1 week
Cumulative attendance 100%	Voucher + early dinner pass for 1 week
Cumulative 95 - 99.9	Voucher + early dinner pass for 1 week

As this is the first year of this rewards system the above certificates and prizes may be adjusted at any point if the points tally does not reflect the current climate of accumulation. In addition there may be other prizes introduced throughout the year to add further motivation for pupils to achieve.

## Appendix 5

### Detention Protocols

There are three types of detentions that can be issued to pupils

1. Behaviour and Attitude
2. Work related
3. Punctuality

### Detention Management

<b>Detention Type</b>	<b>Location</b>	<b>Supervising Staff</b>	<b>Cover Staff</b>
Attitude and Behaviour	Main Hall	Monday – Progress Leaders YR7 and Mentors	
		Tuesday – progress Leader YR 8 and Mentors	
		Wednesday – progress Leader YR 9 and Mentors	
		Thursday – progress Leader YR 10 and Mentors	
		Friday – Progress Leader of year 11 and Mentor	
Work Related	140	Cover Supervisors if required	
Punctuality	Canteen	Student Retention Officer & Progress Leader Year 11	

### Escalating Detentions

<b>Detentions per week</b>	<b>Attending Detention</b>	<b>Outcomes</b>
1 or 2 x 20 mins	No collection required	2nd one allocated to second day
3 x 20 mins	Collection required	Additional 45 minute detention
4 x 20 mins	Collection required	Additional 1 hour detention
5 x 20 mins	Collection required	Additional 2 hr SLT on Wednesday
6+ x 20 mins		Isolation
1 x 45 mins	Collection required	
2 x 45 mins	Collection required	Additional 1 hour detention
3 x 45 mins	Collection required	Additional 2 hr SLT on Wednesday
4 x 45 mins		Isolation

### Behaviour and Attitude

These are issued as a result of two or three classroom warnings, removal from a lesson or poor corridor or playground behaviour. In order to ensure that detentions run smoothly the following procedure should be followed:

- Non-teaching mentors to collect 45 minute detention pupils from classrooms.
- Twenty minute only detainees are expected to make their own way to the main hall.
- Failure to attend increases detention time unless due to absence
- Mentors must remain in the canteen until the 20 minute detention has ended and then escort pupils off site
- The non-teaching mentors should be in main hall with their 45 minute detainee's at 3:20 to meet the 20 minute detainees and to impose expectations
- Pupils must sit in silence throughout the detention
- 45 minute detainees will be given work from the behaviour and attitude work collection
- All 45 minute detentions have a reparation meeting which must be undertaken within 48 hours of the incident
- Staff on detention duty should escort pupils offsite at the end of the detention
- Under no circumstances should pupils be released early from detentions
- If pupils do not adhere to expectations they may be reissued with the detention by the staff on duty
- Failure to successfully repeat the detention must be reported to LBY for further action
- SLT 1hr or 2 hr detention will be on a rota basis of two staff each week from LBY/MF/AL/MB/JEZ

### **Work Related Detentions**

These should be issued where pupils have not completed enough classroom work or failed to hand in homework.

- Pupils should be go to the library with the work that needs completing
- They will be met by the cover supervisors and mentors
- Pupils should get on with the work or homework that has not been completed
- where they should get on with their work
- Staff issuing work related detention should attend the detention to ensure the pupil understand what work is to be done

### **Punctuality Detentions**

- These are organised and issued only by the attendance officer
- Pupils make their own way to the detention in the canteen

Appendix 6

Individual Behaviour Plan 2016/17

Pupil Name Form Group Date of Birth PP Yes/No

<b>Relevant SEND Information including Access Arrangements</b>					Reading Age		Spelling Age		Prior Attainment	
					English Level		Maths Level		EAL	
<b>Date of Behaviour Matrix Stage</b>	One		Two		Three		Four		Five	
<b>Interventions and Support Allocated (Please tick all that apply)</b>	Report - Progress Leader		Isolation (Number of Days)		Time Out Card		Referral to CAMHS		Self esteem workshop	
	Report - Senior Leader		Fixed Term Exclusion (Number of Days)		Parental Meetings		Community Fusion Football First Programme		School Counsellor	
	Report - Headteacher		Internal Anger Management Programme		Youth Toolbox Counselling		Passport		EHC Plan application	
	Report - Voluntary		Internal Conflict Resolution Programme		Peer Mentor		Managed Move		sexual Health Referral	
	Internal Mentor		Reduced Timetable		Debate Mate Re-engagement		Teaching Assistant allocated		MASH Referral	
	PSS Referral		Educational Psychologist Referral		Rewards issued					

<b>Key Behaviours for Concern</b>		<b>Key Strategies</b>	
<b>Targets</b>		<b>Success Criteria</b>	

<b>Agreed Further Action</b>		<b>Date of Plan</b>		<b>Date of Review</b>	
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<b>Signed</b>			
	<b>Student</b>	<b>Parent</b>	<b>School</b>

**Appendix 7**

**Incident / Witness Statement**

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

Requested by: \_\_\_\_\_ FAO: \_\_\_\_\_

When you write down your statement, please only include things you actually saw or heard. **Do not** include things you have been told by others or things you are not certain about.

Time of incident?	
Where it happened?	
Who was involved?	
Who else saw what happened?	
What happened?  How did it start? What happened next? Who did what? How did it finish?	

Signature: \_\_\_\_\_

Written by: \_\_\_\_\_

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

## **Appendix 8**

### **Bullying**

Bullying is defined as 'The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves'.

Bullying behaviour can take a variety of forms including:

- Emotional - Being unfriendly, excluding and tormenting
- Physical - Pushing, punching, kicking and any other violence
- Racist - Taunts, graffiti and gestures
- Sexual - Unsolicited contact or sexually abusive comments
- Disability - Picking on people because of their physical or mental disabilities or those students with special educational needs
- Homophobic - Putting individuals down because of their sexuality
- Verbal - Teasing, name calling, spreading rumours
- Cyber - e-mail, internet chat rooms
- Mobile phone - Threats by text message and calls
- Other technology - mobile phone cameras, cameras and videos

#### **Indicators of Bullying**

Signs and symptoms of bullying are varied but can be displayed in the following behaviour. The bullied party:

- Does not want to walk to and from the Academy
- Does not want to use public transport or the Academy bus
- Insists that they are driven to and from the Academy
- Changes their normal routine
- Begins to truant for no apparent reason
- Becomes withdrawn or displays a sudden lack of confidence
- Is reticent to speak to other peers or teachers
- Attempts or threatens to commit suicide
- Runs away from home
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares
- Is continuously complaining of feeling unwell in the morning and at school.
- Displays a downturn in their academic standards
- Possessions and clothes torn or damaged or go missing
- Asks for money or steals money (to pay bully)
- Loses dinner money on a regular basis
- Has a sudden increase in bruises or cuts which the pupil finds difficult or are unwilling to explain
- Comes home hungry (money or lunch has been stolen)
- Stops eating
- Suddenly displays unusual aggressive and disruptive behaviour
- Starts to bully other peers or family siblings
- Is reticent or unwilling to talk about what is going wrong



- Shows a sudden drop off in their use of the mobile phone or internet chat rooms

**The action the Academy will take:**

When an incidence of bullying has occurred the Academy will ensure the following procedures will take place:

- If bullying is suspected or reported the member of staff who has been approached will deal with the incident immediately
- A clear account of the incident will be recorded and given to the appropriate pastoral mentor
- A senior member of staff will interview all concerned and will record the incident in the bullying record book this will ensure that all incidents throughout the Academy are logged
- Coaches will be informed and an appropriate support strategy agreed with the victimised student(s)
- Coaches will be informed and an appropriate support strategy agreed with the student(s) who has/have perpetrated the bullying
- Parents/Guardians will be kept informed at all times
- If a student is to be given a written warning then a copy of the letter will be sent to the Parent/Guardian(s)
- Governors will be kept informed of any serious incident and any follow-up action will be determined at the Governors meetings. It may be appropriate for a subcommittee to be formed
- If the bullying continues Parents/Guardians will be asked to come into the Academy to meet the appropriate member of staff and a member of the Governing Body. The student(s) will be asked to sign a contract of behaviour and he/she may be isolated from other pupils during break and lunch
- Incidents will be reviewed to identify students, type, style and location of bullying. This will enable the Academy to identify patterns and to develop appropriate action plans
- Punitive measures will be implemented as appropriate and in consultation with all parties concerned
- Liaison with the SEN/Inclusion Co-ordinator will be made to ensure there is targeted support to address the underlying issues
- In extreme circumstances the Academy Principal may deem it necessary to contact the Police and legal procedures may result
- Any record kept will only be accessed for review by the designated person(s) responsible for monitoring the anti-bullying strategy in relation to setting Academy action plans.
- Records may also be accessed by the Principal or pastoral support staff if a student is a repeat offender

**Bullying by text message, mobile phone or cyber bullying**

- Students will be warned about the need for care when giving out their mobile phone number
- A record should be kept of the date and time of any offensive messages
- Students should be encouraged to show the messages to a member of Academy staff
- Students who report bullying by text message will be taken seriously
- The student's family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it should be treated as any other serious bullying incident
- Malicious e-mails should be dealt with in the same manner
- Students who take photographs on their phones with malicious intent should be dealt with in

the same manner

The Academy will follow the BECTA guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet.