



# The Sutton Academy

## Behaviour for Learning Policy

|                                 |                                   |
|---------------------------------|-----------------------------------|
| Status                          | <b>Statutory</b>                  |
| Responsible Trustees' Committee | <b>Curriculum &amp; Standards</b> |
| Date last approved by TB        | <b>12/12/2023</b>                 |
| Responsible Person              | <b>Ms G Medare</b>                |
| To Review Date                  | <b>December 2025</b>              |
| Last Amended Date               | <b>December 2023</b>              |

At the Academy we have the highest standards of behaviour and mutual respect. We believe that it is our duty to develop, not only a young person's knowledge of the world, but also their character. We expect all of our students to grow into kind, reflective and resilient human beings who see themselves as members of a wider community.

We recognise that each and every one of us will require support and guidance to achieve such an ambitious goal. To that end, we will seek out every opportunity to promote these values as well as challenging and supporting those who, on occasion, fall short.

It is the responsibility of every member of staff to support and maintain a culture where every child is cared for and encouraged to grow. We remain positive and purposeful by providing a calm environment around the academy. We believe in creating an environment where staff are able to teach and students feel supported. We want parents to send their children to the academy knowing they will be successful, cared for and enthused.

Our behaviour policy aims to support all this. The goal of the policy is to help support the academy in maintaining:

- A culture where every child feels cared for and encouraged to grow
- The highest standards of behaviour and mutual respect
- A strong partnership with both parents and guardians of the students
- The 4 academy values; kindness, resilience, reflection and being part of a community

Developing excellent behaviour for learning at The Sutton Academy is based on the following 5 principles: -

- All staff acting as role models for the behaviours and attitudes we seek to develop in students.
- Explicitly teaching the behaviours and attitudes we seek to develop in our students, recognising those students who consistently "do the right thing" together with those who demonstrate improvements.
- Creating an emotionally intelligent environment, where positive staff – student relationships are based on mutual respect and a calm, compassionate and resilient approach to students.
- Encouraging a consistency of response to both positive and negative behaviour.
- Restorative approaches to managing behaviour are used by staff when a problem arises, which rely on the strength of staff-student relationships.

To ensure the highest possible standards of behaviour, the academy will:

- Have the highest possible standards for students and staff in all aspects of academy life
- Expect and challenge all students and adults to act respectfully, responsibly and be ready for learning
- Require all users to treat the academy site with care
- Recognise and reward consistently good behaviour for learning
- Provide a forum where the views and concerns of students can be expressed and acted upon where appropriately
- Review and publish the policy and associated procedures annually to ensure that the values and attitudes expressed within it are made explicit, the consequences of breaking the code are fully understood and so that unacceptable behaviour is dealt with fairly and consistently
- Identify items that are prohibited and the possible consequences of possession of a prohibited item
- Implement a staged approach to intervention with the aim of improving behaviour, motivation and progress
- Provide INSET for new staff on induction to introduce them to the Academy Behavior for Learning Policy and protocols.
- This Policy applies to The Sutton Academy staff and students outside of academy grounds and in our wider local community if incidences occur which could bring The Sutton Academy into disrepute.

## Evaluation

1. The Trustees' Standards and Curriculum Committee will review information termly about behaviour for learning, fixed term and permanent exclusion of students which is broken down into learner sub groups
2. Heads of Years will routinely monitor standards of behaviour on a weekly basis and implement staged interventions in consultation with faculty leaders and parents
3. In the weekly Academy Leadership Team link meeting the behaviour of students will be reviewed using data provided by Class charts
4. The Academy Leadership Team will monitor students' behaviour and report outcomes to all relevant partners
5. Academy Leadership Team will analyse termly data collected through data provided by SIMS and Class Charts
6. Academy Leadership Team will monitor the distribution of rewards






### Further details of protocols and procedures:

- 1) Developing excellent Attitudes to Learning in the classroom
- 2) Behaviour management in the classroom for all students in all lessons
- 3) Academy Sanctions
- 4) Use of restraint
- 5) Searching students and their possessions
- 6) Standards
- 7) Rewarding consistently positive attitudes to learning

### Behaviour for Learning Procedures and Protocols

Developing excellent Attitudes to Learning in the classroom

At the core of our work is our Attitude to Learning Criteria, which provides clarity over the behaviour and attitude we are expecting of our students. This is modelled on the academy values.

| Attitude to Learning<br>For Teachers   |   |  |   |
|--|---|--|---|
| Grade  | Examples <i>(NB: this is not a checklist)</i>   |  |   |
| <p><b>Grade 1 - Excellent</b></p> <p><i>This student was a role model and increased the opportunities to learn in the lesson</i></p> | <ul style="list-style-type: none"> <li>✓ <b>Spotlighted</b> by the teacher (*must happen for this category)</li> <li>✓ Actively sought feedback from teacher</li> <li>✓ Did not require the teacher to prompt behaviour</li> <li>✓ Embraced challenge in the lesson</li> <li>✓ Overtly respectful to peers and/or teacher</li> </ul>  |  |  |
| <p><b>Grade 2 – Good</b></p> <p><i>This student took opportunities to learn in the lesson</i></p>                                    | <ul style="list-style-type: none"> <li>✓ Prepared and ready to learn.</li> <li>✓ Engaged with tasks without delay</li> <li>✓ Remained attentive throughout the lesson.</li> <li>✓ Responded with resilience and kindness (gratitude) to feedback</li> </ul>   |  |  |
| <p><b>Grade 3 - Inconsistent</b></p> <p><i>This student may missed opportunities to learn in the lesson</i></p>                      | <ul style="list-style-type: none"> <li>• Attention drifted which will have required prompting from the teacher.</li> <li>• Behavioural choices required teacher intervention</li> <li>• Avoided challenge, and/or was slow to ask for teacher support.</li> <li>• May have been slow to respond to feedback</li> <li>• <b>*Must have received a warning (on ClassCharts) for this category</b></li> </ul> |  |  |
| <p><b>Grade 4 - Poor</b></p> <p><i>This student prevented opportunities for others to learn in the lesson</i></p>                    | <ul style="list-style-type: none"> <li>• Caused others' attention to be distracted from learning</li> <li>• Did not correct behaviour after spotlighting of role models / teacher intervention</li> <li>• Was overtly unkind to peers and/or teacher, for example refusal to follow instructions.</li> <li>• <b>*Must have been removed from lesson for this category</b></li> </ul>                      |  |  |

## **Rewarding consistently positive attitudes to learning**

At The Sutton Academy we consider it to be important for praise and rewards to have a considerable emphasis within the academy; therefore, students should expect to achieve recognition for their positive contribution to academy life.

The use of our academy rewards systems should not be limited to those whose academic work is outstanding but should also be used as acknowledgement of the 4 Academy values; Kindness, resilience, reflective behavior and acting as part of the community. Students who demonstrate these values in a variety of ways will be rewarded.

It is expected that good standards of behaviour are encouraged through the adherence of the Attitude to Learning criteria and demonstration of our values. The system is supported by a balanced combination of rewards and sanctions. It is important to develop and maintain consistency in the application of the reward system.

Examples of rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- Classcharts points for demonstrating the academy values
- Positive praise phonecalls
- Attendance rewards
- Punctuality awards
- End of term events
- Reward trips
- Faculty awards
- Principal award

## **Behaviour management in the classroom to be applied to all students in all lessons**

Good behaviour management is essential if we are to guarantee excellent teaching and learning across the academy.

- Greet students at the door at the start of the lesson, controlling the entrance to the classroom, whilst assessing the mood of students as they arrive
- Having an unconditional positive regard for students, showing warmth and valuing them as an individual.
- Have an activity ready on the board, on desks or given to students as they enter.
- Use a seating plan and enforce it.
- Develop clear class routines at the beginning of the academic year and enforce them consistently.
- Have the highest expectations of all students based on promoting excellent attitudes to learning.
- Engage students through high quality first teaching from the first minute of the lesson to the last.
- Dealing with issues in a calm and assertive manner.
- Have coaching conversations throughout the lesson informing how students can improve their attitude.
- Use all available data in planning lessons and organising the classroom

Where a student's behaviour falls below our high expectations and are not responding positively to the behaviour management techniques above, staff should follow the academy protocol.

| 1 <sup>st</sup> Warning   |  |
|---|--|
| Identify with the student that there are currently not making the right choice and what they need to do to improve their behaviour<br>(warnings <b>cannot</b> be removed because of subsequent better behaviour)  | Member of staff records name                                     |
| ↓   |  |
| 2 <sup>nd</sup> Warning   |  |
| Explain how their behaviour is affecting the learning of other students, outlining what they need to change to avoid moving up to an On Call<br>Child can be moved seats.   | Member of staff records name                                     |
| ↓   |  |
| On Call   |  |
| Where a student fails to modify their behaviour, and continues to disrupt the learning of other students, confirm to the student they have chosen to ignore the warnings and they will be "on-called".<br>Request On Call attends the class through Class Charts. Ask the student to wait outside the classroom for the on-call member of staff to arrive to avoid further disrupting the learning of other students.<br><b>Student will serve a 30-minute same day detention</b> | The member of staff should use class carts to record the on call |

If there is a serious incident within a lesson, the teacher should inform On Call before completing a pink "Serious Incident" report form. This is to be handed to the Year Team as soon as possible after the incident.

### **After the lesson all warnings should be recorded in class charts**

When dealing effectively with a student whose behaviour falls below our expectations over a number of lessons in one subject, we take a variety of approaches.

In one particular subject:

If a student's behaviour becomes an ongoing concern in a subject, it is important that there is an increase in the response to aim to quickly and effectively resolve the issue, with the class teacher and Faculty Leader maintaining ownership and responsibility. This will be of benefit to the student themselves in developing a better attitude to learning, the member of staff being able to focus on high quality teaching and of the other students in the class being able to learn.

- Class teacher to discuss the student with the Faculty Leader alongside the pastoral teams support, outlining the actions they have taken already.
- Faculty Leader to speak to the student, along with the class teacher. There should be a clear expression of what is needed to improve and what will happen if there is no improvement.
- If there is no improvement, the student to go onto Report for two weeks

- If there is no improvement, Faculty Leader to discuss this further with the Achievement leader / Head of Year for further actions.

General behaviours across subjects:

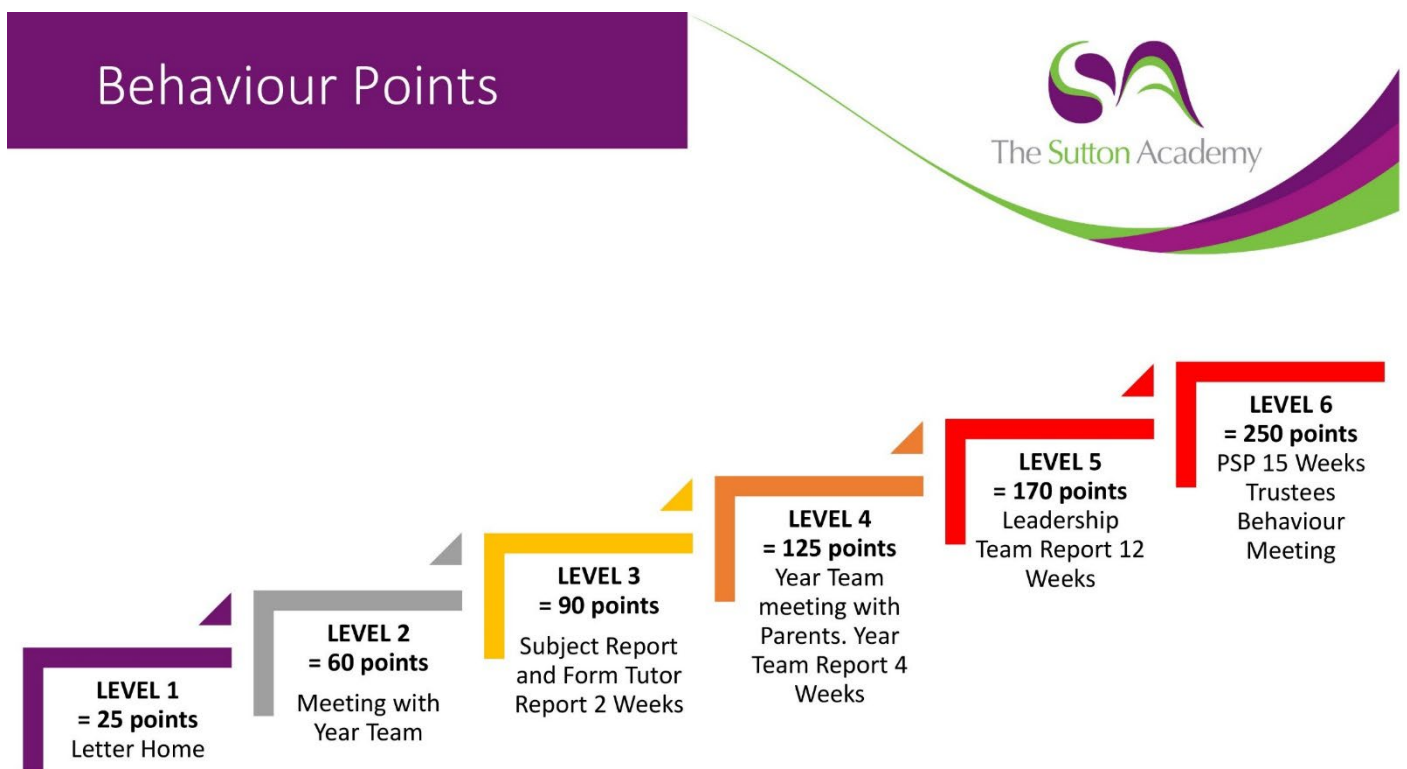
The behaviour Intervention System (outlined below) is designed to monitor the behaviour of all students in the academy, developing a consistent response to students whose behaviour becomes concern with the aim of sustainably modifying behaviour to ensure they work to the academy behaviour expectations in all lessons.

Behaviour accountability system:

Students will move up the system in response to the ongoing monitoring of behaviour across the academy. All students will start at stage 0 at the beginning of the Academic Year. At each stage there is appropriate intervention put in place to modify the student’s behaviour, with the aim of returning them to the stage below as soon as possible.

Responsibility for the movement through the stages is as follows: - Note all actions and stages come with specific supportive intervention measures tailored to individual students.

**Reporting Cycle**







## **Academy Sanctions**

We use a range of sanctions as a consequence to poor behaviour or failure to follow academy rules.

These may include: -

- Detention (break / lunch / after the academy day).
- Removal from a lesson
- Using the academy behaviour report system
- Parental meeting
- Being placed in Internal Suspension
- Fixed term Exclusion
- **Behaviour Panels**
- Permanent Exclusion
- Working with the Local Authority to instigate the managed move process

## **Exclusions and suspensions**

The Trustees of The Sutton Academy have stated that they consider the use of the Principal's power to exclude or suspend from academy to be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate. Within these limits, they support the Principal in using their discretion in the exercise of these powers. Only the Principal can exclude or suspend a student. Recommendations for exclusion and suspensions can only be made by a member of the Leadership Team. Students may be excluded or suspended for one or more fixed periods or permanently.

This policy gives a clear indication to staff, parents and students of the kinds of circumstances within which the Principal will use his powers to exclude or suspend and the procedures that will be followed in exercising them. Trustees will rely on this in reviewing the actions of the Principal in excluding students.

Suspensions will follow the process below:

Suspension is always followed by a re-admission meeting with parents/carer and the student. A return from suspension plan will be put into place upon the student's return to the academy.

The process:

Investigation

- The investigation will not be undertaken by the person who will decide on the suspension unless circumstances dictate this;
- Witness statements will be recorded, signed and dated;

- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld. N.B. It is important that all parties recognise that less reliance can be placed on anonymized statements; and
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others.
- The academy reserves the right to increase the suspension if new information comes to light.

## Decision

- The decision to suspend will only be taken by the Principal or, in his absence, the Vice Principal who is acting on behalf of the Principal that day.
- The power to suspend cannot be delegated;
- The decision will be taken on all the evidence available at the time; and
- The decision will be taken on the balance of probability. Where the offence alleged is a criminal act, the standard of proof will be that it is 'distinctly more probable than not' that the student/student committed it.

The persons having parental responsibility for the student will be told without delay by student post, and/or letter and telephone message as appropriate:

The academy uses exclusions and suspensions as a sanction following a serious incident or repeated and persistent failure to follow academy rules, this could include: -

- Physical assault against student
- Physical assault against adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Smoking
- Persistent defiance of academy authority or disruption of teaching and learning

This list is not exhaustive.

Suspensions may be extended or made in to a permanent exclusion where:

- It was necessary to exclude the student in order to complete the investigation fully. Note: It is essential that if new evidence has come to light, the excluded/suspended student is given the opportunity to respond to it before the exclusion is extended or made permanent; and
- The student has also been reported to the police and the result of that investigation provides additional evidence to the academy.
- Investigations by the academy may be delayed where there is an ongoing police investigation.

Members of staff who teach excluded/ suspended students will provide work for these students to do at home and make it available on line by the Head of Year responsible for the student.

### **Internal Suspension**

This is an alternative to external suspensions which can be used to defuse situations that occur in the academy. If we require a student to be removed from class but may not require removal from the academy premises. The internal suspension room is a designated area within the academy, with appropriate support and supervision. The student will always require to spend time after academy in a detention following this.

Members of staff who teach internally suspended students will provide work to complete and make it available as instructed by the Head of Year responsible for those students.

### **Permanent Exclusion and Managed Moves**

Permanent Exclusion will be reserved for offences that will have a seriously damaging effect on the life of the academy, the well-being of other students or of staff or seriously and persistently interfere with teaching and learning in the academy. This can include but is not limited to:

- serious violence which creates fear and anxiety among staff or students;
- possession of an offensive weapon on the academy site;
- possession of a controlled substance;
- persistent defiance of academy authority or disruption of teaching and learning; and
- persistent bullying, harassment or abuse (as above).

The decision to permanently exclude a student is not taken lightly. Where possible, the academy will seek to work with the Local authority to provide education at another school through the managed move process.

Parents are entitled to appeal to the Trustees against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Trustees at the academy. A hearing will be set up as quickly as possible, but within 15 days at the latest.

Following the Trustees' decision, parents will be contacted by a member of the LA exclusions team who will discuss alternative educational provisions.

Parents have the right to ask for the decision to be reviewed by an independent review panel.

### **Removal of students from the Academy site**

Where a student is presenting a real or perceived Health & Safety risk either to themselves, to any other student, or any member of staff or academy property, they will be required to leave site. A student's timetable may be adapted if a Risk Assessment is completed and the student is found to potentially endanger the wellbeing of students, staff or any of the Sutton Academy stakeholders.

### **Restraint**

In accordance with the law, there is no corporal punishment allowed by the academy. However, if authorised by the Principal, a member of staff may use 'reasonable force' to prevent a student from:

- committing an offence;
- causing personal injury or damage (including to themselves); and engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

The Principal has authorised all staff to use reasonable force in the above circumstances. There are designated staff in the academy who have received TeamTeach training.

Following a restraint used:

- The incident will be recorded on CPOMS and senior staff informed
- Where possible CCTV will be asked for
- Parents/Guardians will be informed
- Teacher/Persons involved in the restraint will use the self reporting form

### **Searching students and their possessions**

The Principal can authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. Reasonable force may be used to execute a search. An authorised search may take place in relation to suspicion of possessions which are deemed inappropriate for the Academy.

Searches of a student will only be conducted by a same sex member of staff, with a same sex member of staff present as a witness.

Searches may occur if staff believe a student to be carrying:

- A vape
- Any smoking paraphernalia
- Any drug paraphernalia
- Alcohol
- Anything we deem could harm themselves or another student
- A weapon
- An item prohibited from the academy

This list is not exhaustive.

Students can also be instructed to turn out their pockets, and be sanctioned should they refuse to do so. Where there is potential danger or risk to the personal safety of a member of staff or a student, the police may be called to assist.

Following a search staff will:

- Inform parents/Guardians
- Record the search on CPOMS
- Inform senior staff

If a student refuses to be searched parents will be called in to help support in the search. Police may be also called at this point if Academy feel there is a need.

### **Confiscation**

Staff are authorised to confiscate items from students where there are reasonable grounds for doing so. The member of staff holds responsibility for the safety of student property until such time that property is returned to the student or their parents/carer. Staff may dispose of the following confiscated items:

- Fizzy drinks
- Smoking material
- Alcohol
- Illegal substances

### **Mobile phones and other technical equipment**

Mobile phones cannot be used on academy site. If mobile phones are in view of individual member of staff during a lesson or during lesson changeover, they will be confiscated. The equipment will be placed in the academy safe until 3:10pm.

### **Loss and damage**

The academy will not accept legal responsibility for loss, theft, damage to property whilst on academy premises. It is suggested that parents cover clothing and property on their household insurance.

### **Energy drinks and Fizzy drinks**

Energy drinks and fizzy drinks are banned from the academy site and will be confiscated and disposed of if found.

### **Standards**

Incidents during unstructured times / to and from academy

Students are expected to behave in an appropriate manner at all times throughout the academy day to ensure an orderly and safe environment. If there is an incident during unstructured times or traveling to and from the academy, the member of staff should report this to the year team. The sanctions would depend on the severity of the incident, and ultimately could result in a permanent exclusion.

### **Smoking/vaping**

Students who are seen to be smoking /vaping or in the company of someone who is smoking or vaping will automatically receive an Internal Suspension. This includes on or off the academy site and before, during or after the academy day. Students who are regularly caught will be placed on a smoking contract which results in an increase of sanctions. Please refer to our Anti-Smoking policy.

### **Uniform, piercings and hair colour**

The academy has the highest possible standards for uniform. Hair colour must be natural, make up must be moderate and there can be no facial piercings. Failure to follow the standards detailed on the Academy web page can result in internal exclusion. Please refer to the Uniform and equipment policy.

**Appendix to the Behaviour For Learning Policy.**