



The Sutton Academy

Behaviour for Learning Policy

Status	Statutory
Responsible Governors' Committee	Curriculum & Standards
Date last approved by GB	25/09/2014
Responsible Person	Mr P Trainor
To Review Date	September 2016
Last Amended Date	November 2016

It is the responsibility of every member of staff to maintain a positive, purposeful and calm environment around the academy. Our behaviour policy aims to support and promote good behaviour for learning by developing a sense of community amongst staff and students based on shared values. The goal is to maintain a disciplined climate for learning that underpins every aspect of academy life, enabling teachers to teach, students to learn and drives forward our vision of “Together Students Achieve”.


“Consistent, persistent, insistent”

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.

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. It is important that this is part of the language used in every lesson, being displayed and explicitly referred to by staff. This will ensure students are clear on what consists of a Grade 1 Attitude to Learning for that lesson as well as the opportunity to reflect and to be able to target areas for improvement.

 **The Sutton Academy Attitude to Learning Criteria**

<p>Grade 1 Excellent Attitude to Learning</p>	<p>A Grade 1 student will :-</p> <ul style="list-style-type: none"> - Have excellent focus in lessons – setting an example to other students - Be determined to achieve to the best of their ability - Enjoy a challenge – demonstrating resilience in their learning - Be prepared to respond to feedback to improve own work - Demonstrate an ability to work independently, seeking their own solutions to problems - Ask questions to develop their thinking and learning - Meet all deadlines
<p>Grade 2 Good Attitude to Learning</p>	<p>A Grade 2 student will:-</p> <ul style="list-style-type: none"> - Start learning readily, always being ready to learn - Meet deadlines for work - Seek and accept help when needed - Learn from mistakes and setbacks - Follow all instructions - Complete all work set to a good standard
<p>Grade 3 Inconsistent Attitude to Learning</p>	<p>A Grade 3 student will: -</p> <ul style="list-style-type: none"> - Need reminders to focus on learning in lessons, may distract others and be off task - Avoid challenging tasks, gives up easily - Usually be polite and respectful in lessons, may need occasional reminders - Have missed some deadlines for work - Need direction to correct errors or learn from mistakes - Need reminders to be ready to learn
<p>Grade 4 Poor Attitude to Learning</p>	<p>A Grade 4 student will: -</p> <ul style="list-style-type: none"> - Behave in a way which will negatively affect their own learning and that of other students - Disrupt the learning environment - Normally require supervision to complete work in lessons, does not engage unless closely monitored. - Not act upon feedback. - Have work which is often incomplete or inadequate, in relation to ability.

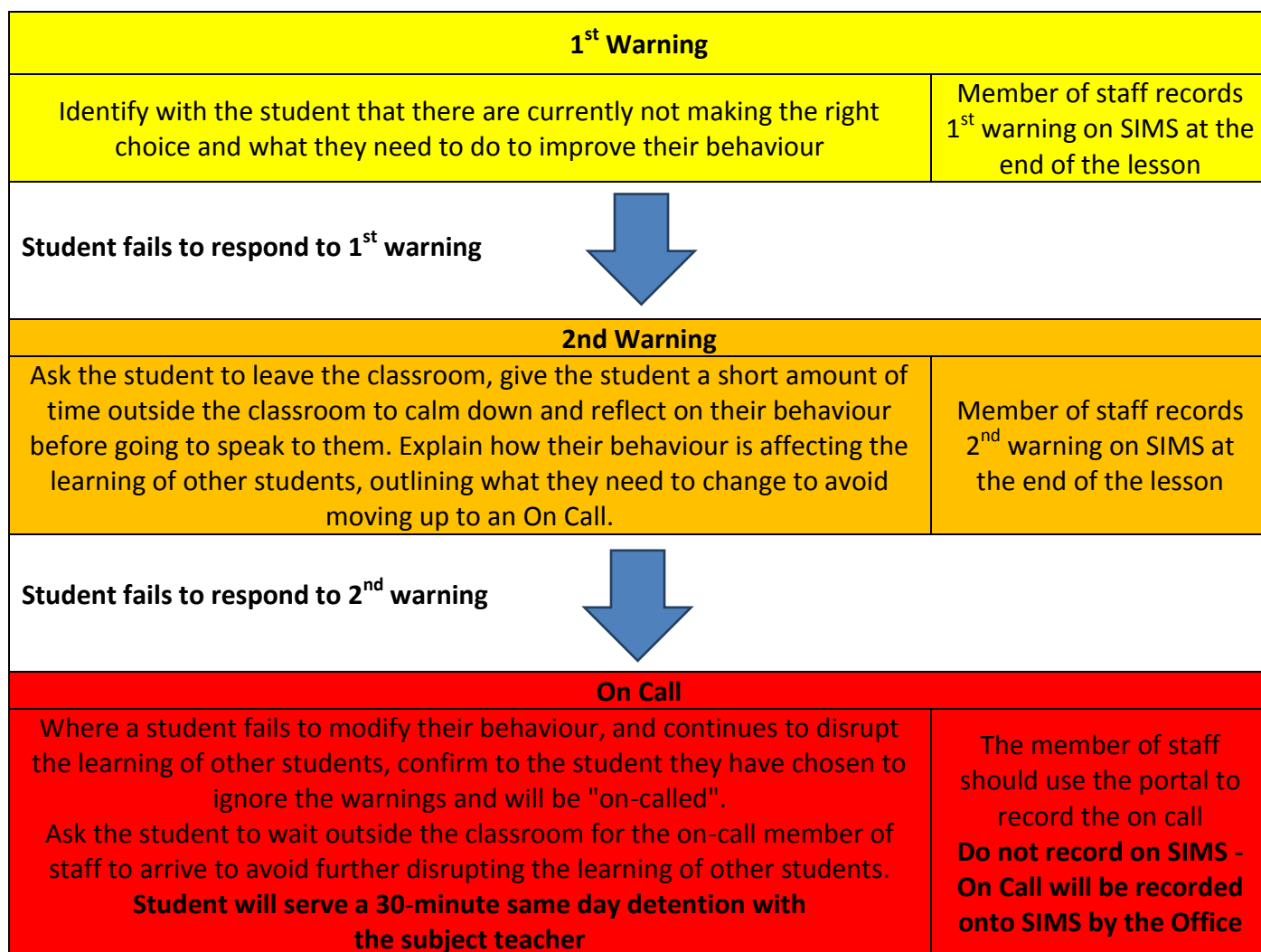
Behaviour management in the classroom for all students in all lessons

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 high 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 - be consistent, persistent and insistent.

Dealing effectively with a student whose behaviour falls below our expectations in a lesson

- 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.



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

Dealing effectively with a student whose behaviour falls below our expectations over a number of lessons in one subject

If a student’s behaviour becomes an ongoing concern across a number of lessons 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 to the Faculty Leader, outlining the action 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 Faculty Report for two weeks – to be completed for any lessons in that faculty area. Faculty Leader to monitor this report.
- If there is no improvement, Faculty Leader to discuss this further with the Progress Leader / Pastoral Manager for the year group.

Dealing effectively with a student whose behaviour falls below our expectations over a number of lessons in a more than one subject area

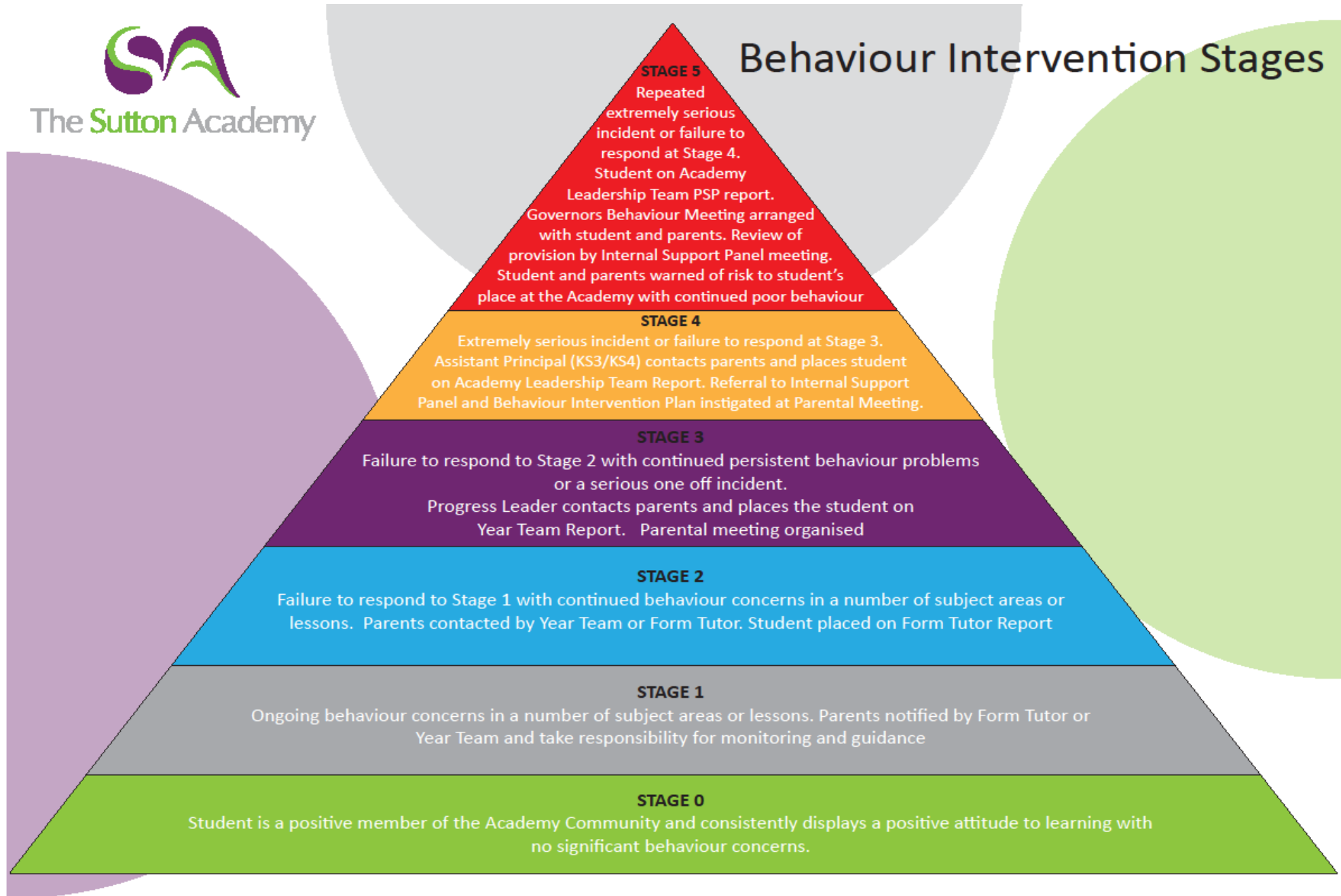
The Behaviour Intervention System (outlined on the next page) is designed to monitor the behaviour of all students in the academy, developing a consistent response to students whose behaviour becomes concern with the aim of sustainably modifying behaviour to ensure they work to the academy behaviour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

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 2016/2017 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: -

Stages		Decision made through discussion between	Evidence used to move up and down the stages
From	To		
0	1	Year Team / Form Tutor	Behaviour points on SIMS / referrals
1	2	Year Team / Form Tutor	Behaviour points on SIMS / referrals / behaviour survey
2	3	Year Team	Behaviour points on SIMS / Stage 2 Form Tutor report card / serious incident slip (if appropriate)
3	4	Year Team / Assistant Principal	Behaviour points on SIMS / Stage 3 Year Team report card / serious incident slip (if appropriate)
4	5	Assistant Principal / Principal	Behaviour points on SIMS / Stage 4 ALT report card / serious incident slip (if appropriate),

Behaviour Intervention Stages



Academy Sanctions

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

The may include: -

- Detention (break / lunch / after the academy day).
- Removal from a lesson
- Using the academy behaviour report system
- Parental meeting
- Being placed in the RJ room
- Working with the Local Authority to instigate the managed move process

Exclusions

The academy uses exclusion 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

Internal Exclusion which can be used to defuse situations that occur in schools that require a pupil to be removed from class but may not require removal from the academy premises. The internal exclusion is a designated area within the academy, with appropriate support and supervision.

External Exclusion is always followed by a readmission meeting with parents/carer and the student. A Return from Exclusion plan will be put into place upon the student's return to the academy.

Incidents during unstructured times

Students are expected to behave in an appropriate manner at all times throughout the academy day to ensure the orderly and safe environment. If there is an incident during unstructured times, the member of staff should report this to the year team. The sanctions can include a detention or being placed in "sin bin" for 3 or 5 days depending on the nature and severity of the incident.

Mobile phones and other technical equipment

Mobile phones can only be used at break time and lunchtime. If mobile phones are in view of individual member of staff during a lesson or during lesson changeover, it will be confiscated. The equipment will be placed in the academy safe until 3:10pm.

N.B. 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

Rewarding consistently positive attitudes to learning

At TSA 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.

However, 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 hard work, determination, good citizenship, acts of kindness and other actions worthy of reward and nurture.

It is expected that good standards of behaviour are encouraged through the adherence of the Attitude to Learning criteria and are supported by a balanced combination of rewards and sanctions within a constructive academy ethos. 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:

- Issuing Vivos to students
- General praise and encouragement in lessons.
- Nomination for praise through events such as the Principal's award, Presentation Evenings, Hot Chocolate Friday, Positive Phone Calls etc.
- Students' work to be displayed in classrooms.
- Referral, via Learning Director, for praise meeting with Principal.
- A letter / postcard home to parents to be used more frequently covering a wide variety of academic and non-academic achievements.
- Recognition of success of differing kinds e.g. certificates be given in assembly or Ready to Learn time.
- Termly certificates are to be issued based on information obtained from student report data.
- Certificates issued termly for students achieving individual attendance targets.
- Rewards issued to tutor groups and year groups linked to behaviour and attendance achievement.