



BEHAVIOUR FOR LEARNING POLICY

September 2023

Member of Staff responsible: Mr T Tweats

Review Date: June 2024

1. The School's Strategic Aims

By learning together, we want our community:

- to realise and celebrate the highest standards of achievement
- to be an inclusive School
- to meet the challenges of the future

Context of the Policy

This policy should be read in conjunction with the School's other policies including Attendance, Mobile Devices, Anti-Bullying, Special Education Needs, Safeguarding, Health & Safety, LA guidance on Exclusions and Restrictive Physical Intervention Policy.

Principles

We believe that in order to achieve the aims of the School and to enable effective learning and teaching to take place, good behaviour in all aspects of School life is necessary. This is based on the twin values of respect and responsibility: respect for the individual, the balance of fundamental rights and responsibilities together with the fostering of a sense of community for all those involved.

The philosophy of Alleyne's Academy is based on inclusive principles which both recognises and respects diversity, strives to promote equality and give both rights and responsibilities equal weight.

The School's Behaviour for Learning Policy aims to develop in students an acceptance of responsibility for their own learning and behaviour. It also identifies ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

We believe that everyone has the right:

- to feel safe in School
- to enjoy and achieve
- to be treated fairly and with respect and consideration
- to learn/teach without unnecessary interruption
- to be listened to
- to work in a pleasant environment for learning

We seek to create an effective learning environment in the School by:

- promoting good behaviour
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness for all
- encouraging consistency of response to positive or negative behaviour
- promoting early intervention in response to negative behaviour
- providing carefully planned lessons to meet the needs of all students
- providing a safe, caring environment free from disruption, violence, bullying and any form of anti-social behaviour
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the School's policy and associated procedures

2. The Three Rules

We expect students to follow three core rules or responsibilities:

- Be prepared to learn
- Let others learn
- Respect the rights and property of others

These are interpreted and detailed in the Code of Conduct in Appendix 1.

3. Teaching and Learning

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. It is understood that good teaching and lesson preparation usually results in good behaviour, and that the teaching staff are primarily responsible for behaviour issues in their class.

4. Promotion of positive behaviour and Rewards

It is recognised that praise is more effective than punishment and that positive behaviour and good attendance is more likely to be fostered in a climate of rewards and encouragement. The effort and behaviour of all students will be recorded for each lesson using the 1, 2, 3 and 4 grading system (1= excellent, 2= expected good, 3= lower than expected, 4= unsatisfactory). All students start on a 2, reinforcing our high expectation that all behaviour is good. If a student lacks effort or their behaviour is unacceptable then the teacher will grade the student a 3 or 4 and take appropriate action, ensuring that the work is completed or additional homework is set. For outstanding effort or behaviour, the student will achieve a grade 1 and this will be recognised by the teacher.

Positive recognition includes:

- positive feedback – STAR marking
- note in planner/Homework Diary
- praise postcard and letter home
- half termly praise assemblies
- Heads of Progress and Support VIP packages

- Praise texts
- display of good work
- annual celebration evenings for students and parents in Years 9, 10, and 13
- access to end of term reward activity

5. Sanctions

The Governors recognise that, in keeping with society at large, the School should have a set of approved sanctions which can be used to respond to incidents of misbehaviour. This section aims to set out those sanctions which have the approval of Governors and should be read in conjunction with the Consequences System (Appendix II). The School will consider each incident individually and recognises that a variety of responses will be necessary to deal with incidents. The School will consider very carefully the implications of any action it may take. It seeks to balance the interests of the student involved, the other School members and the local community. In general, all staff have access to these sanctions with the following exceptions:

- only the Headteacher (or a Deputy Headteacher acting on her delegated authority) may exclude a student from School
- only a member of the Senior Leadership Team may place a student in the Academic Remove Room

6. Intervention

A member of staff can call intervention when a student is disrupting the learning of others and they may be removed from the lesson. When Intervention is called for a student, depending on the circumstance's parents/carers may be informed via telephone, e-mail or text by the class teacher, who will also record the incident on Sims. The student will be given a detention by the class teacher or Head of Department. If the student is withdrawn on a number of occasions then appropriate action will be taken which will include a Head of Pastoral Support lunchtime detention(s). They will automatically be placed on daily report.

7. Detentions

Alleyne's Academy uses detentions at break, lunchtime and after school as a sanction.

The law allows:-

- Teachers have a power to issue detention to pupils (aged under 18)
- Parental consent is not required for detentions

However, we will endeavour to inform parents/carers in advance of any after school detentions.

Before a detention is given to a student the classroom teacher will adhere to the following consequences procedure, unless the behaviour is deemed such that it requires the teacher to instantly remove the student from the class. The following 4 step approach will be adopted by all teachers:

C1 – Verbal communication initially with the student in order to address the issue swiftly. Positive reinforcement of expectations highlighted by the teacher

C2 – Second verbal warning and name of the student put on whiteboard

C3 – Final verbal warning with alternative strategies adopted such as alternative work sheets etc (in line with social distancing guidelines)

C4 – Further support from the respective Head of Department/Faculty with student removed (if deemed necessary) and placed in a different lesson so that they can continue with their work in a safe and secure environment.

Departmental and Faculty detentions will be either during the school day or after school with a letter or e-mail sent home to inform parents/carers.

Departmental/Faculty Detention (supervised by the Teacher/HoD)

These Departmental/Faculty detentions can be given according to the department's current procedures.

- Detention at break or lunchtime for minor offences.
- Offences of a more serious nature will be recorded on Sims and a detention will take place at break, lunchtime or after school (this is at the discretion of the teacher).
- Failure to attend a second departmental/faculty detention will result in the student attending a Head of Pastoral Support (HoPS) supervised detention at lunchtime and they will then be on daily report.
- Lunchtime detentions are not of such duration that a pupil misses the opportunity to eat.

Head of Pastoral Support (HoPS) Detention (supervised by HoPS/AHoPS)

Will be imposed either:

- *For an accumulation of PAUSE marks which have been recorded on Sims*
- *Where a student fails to attend a Departmental/Faculty detention **after two separate opportunities** to do so.*
- *Where a student has continued to show defiance, persistently misbehaved or been verbally abusive/aggressive (please refer to appendix 2). Students will also attend a HoPS detention for a continual breach of school uniform or the Mobile Devices Policy.*
- Head of Pastoral Support detentions will run during lunchtime each day of the week or alternatively be held every Friday after school (3.15pm) for up to 1 hour. All detentions will be recorded on SIMS.
- A member of SLT will liaise with the appropriate HoPS/AHoPS teacher on duty that particular day.
- If the student fails to attend the first detention then they will be automatically be put into an after school second detention for the duration of 1 hour. This detention will be supervised by a member of SLT. Parents/Carers will be notified by letter or phone call home.
- Failure to attend the after-school detention, without good reason, will result in the student placed in academic remove.

- In addition, parents may well be invited into school and the student placed on daily report.

Senior Leadership Team (SLT) Sanction (supervised by SLT)

- An SLT sanction will be authorised when a serious offence occurs such as verbal abuse or physical assault (see sanction list).
- The sanction will be an academic remove or a period of suspension (or a combination of the two).
- The student placed in academic remove may be put on an SLT daily report.
- After the period of academic remove the Parent/Carer will be asked to attend a reintegration meeting.
- Failure to comply with an SLT sanction may result in a suspension, followed by a return to school meeting with the Headteacher.
- An SLT detention may be authorised for continued non-attendance to departmental or HoPS detentions.
- If a student fails to attend an SLT detention on Wednesday after school on more than one occasion then the student may well be given a 1-day suspension.
- Persistent failure to comply with the behaviour policy will result in a meeting with Parents/Carers, the Headteacher and in some instances a Governor where a 'contract' will be drawn up detailing expectations.

Where there is a significant safeguarding issue, parents will be contacted immediately and requested to collect their child from school. The student will then be given a suspension for a period of time determined by the Headteacher. When the student returns to school a meeting will take place with parents/carers and the student will be placed on an SLT daily report.

8. Reports

Daily reports will be issued to students in order to assess and evaluate their performance and attitude to learning over a given time period. There will be three levels of reports:

- **Tutor Report** – Students will be issued with a tutor report which they must present to the subject teachers at the start of each period. The report will highlight two targets for improvement on which the subject teacher will comment on at the conclusion of the lesson. The report will be set for a minimum of two weeks and the tutor will make contact with the parent/carers in order to review progress.
- **HoPS Report** – Students that continue to demonstrate a poor attitude to learning, underperform in their subjects or fail to complete the tutor report successfully will be placed on a HoPS/Assistant HoPS report for a minimum of 2 weeks. The HoPS will inform the parent/carers and will monitor the report on a daily basis with the support of the tutor. The HoPS will review the student's progress with SLT. If the student has improved sufficiently then they could be placed back on a tutor report or removed from the reporting process and just monitored through the behaviour grading system.
- **SLT Report** – If the student persists with their poor behaviour then they will be placed on an SLT report for a minimum of 4 weeks. SLT will meet with the student's parents/carers to discuss appropriate support strategies. SLT will monitor the progress of the student daily and will continue to work closely alongside the respective HoPS and tutor. If the poor behaviour persists then alternative strategies will be investigated.

9. Academic Remove Room

The philosophy behind the Academic Remove Room is that students whose behaviour warrants a serious sanction should be excluded from the normal activity and social interactions of School life, yet be expected to work and learn under close supervision. As an alternative to a suspension (where a student is temporarily removed) from School, we believe that a period in the Academic Remove Room is a more effective deterrent and sanction.

The following criteria will be applied when considering a placement in the Academic Remove Room:

- to keep a student out of circulation while an incident is investigated, pending a decision about appropriate action
- failure to attend a Head of Pastoral Support Detention
- serious misdemeanours which would previously have warranted an external exclusion of up to three days
- infringement of School Uniform Code that cannot be rectified by sending the student home to change
- defiance towards a member of the senior leadership team.
- Homophobic bullying - Any hostile or offensive action against lesbians, gay males, bisexuals or transgenders or those perceived to be lesbian, gay, bisexual or transgender.
- Sexual violence and sexual harassment – unwanted conduct of a sexual nature to another student such as sexual comments, sexual jokes, taunting or online harassment such as sexting.

10. Suspension or Permanent Exclusion from School

Where a decision is taken to exclude a student, it is invariably done on the grounds that the student's behaviour constitutes such a serious challenge to the smooth running of the school that other punishments are not sufficient. Incidents that take place off the school site, and whilst under other agencies /schools/PRU's care may also be considered as grounds for exclusion. All exclusions, whether suspension or permanent, are put into effect strictly within the terms set out in current educational law. The length of a suspension will depend on the type of behaviour displayed by the student in question and will be determined by the Headteacher. Permanent exclusions can only be recommended to the Governors in very serious situations. The decision to exclude a child permanently should be taken only:

- 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 pupils or others in the school

The Governors recognise that misdemeanours which can result in exclusion include:

- violence, whether expressed in actions or threats, towards other people on the premises
- actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority
- offensive written material which is judged to have the effect of undermining the authority of a member of staff
- persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which prevents other students from learning

- bringing to School, or handling, items likely to endanger the safety of other people or to be injurious to the well-being of others; this includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and volatile substances
- attending School under the influence or in possession of alcohol, illegal drugs or volatile substances
- acts of major and/or malicious damage
- Homophobic bullying – Persistent offensive action against lesbians, gay males, bisexuals or transgenders or those perceived to be lesbian, gay, bisexual or transgender.
- Continued sexual violence and sexual harassment in the form of sexual comments, jokes or taunting and/or online harassment such as sexting.
- actions likely to cause significant disruption to the orderly running of the School
- actions which seriously disrupt the learning of others
- actions which pose a threat to the safety of the individual or others including staff
- discriminatory behaviour/ repeated bullying of others.
- When other internal exclusions i.e. academic removal, are failing to have an impact on their behaviour

However, for students known to be at risk of permanent exclusion due to ongoing behaviour issues, a range of support measures may be implemented as appropriate:

- agreeing an individual pastoral support plan with parents
- assessment of social, emotional and learning needs
- involvement of external agencies
- alternative curriculum options (e.g. part-time college provision or work experience)
- managed move to another school
- attendance at a Student Referral Unit (PRU)

Alternative provision will be decided and reviewed by the Headteacher/Deputy Headteacher on an individual basis to provide appropriate support for the pupil.

11. Remote/Blended Learning Pathway

Student timetables could be made more bespoke with a blended approach, if a student's behaviour is deemed them too high risk to be in school. This could be in the form of alternate sessions/provision/designated interventions/virtual lessons/1:1 support or smaller groups away from the main body during school hours to allow pupils to refocus for a short period of time with designated staff. This will normally be for a period of 2 weeks and then reviewed. This is always be discussed and agreed at staff/professional meetings if in the best interest of the pupil and with support from parents/carers and said professionals.

Remote Learning may be offered to students who are experiencing barriers to learning or if behaviours are deemed too high risk.

12. Confiscation of inappropriate items

The law allows:

- The general power to discipline – Teachers have the power to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. Confiscated non-dangerous items such as mobile devices (please refer to the Mobile Devices Policy) and non-uniform items will be retained in the senior teams' office until the end of the day.
- The power to search without consent for prohibited items including:
 - Knives and weapons
 - alcohol
 - illegal drugs
 - e-cigarettes/vaporizer
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - mobile phones that may be suspected of containing material that could cause harm to one's self or others
- The power to use reasonable force – Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom (see use of reasonable force policy).

13. Roles and Responsibilities

The School recognises that the following roles are not exclusive and that responsibilities are shared.

Teacher

- To provide opportunities for students to learn to the best of their ability by:
 - i) setting suitable learning challenges
 - ii) removing barriers to learning
 - iii) recognising diversity
- To provide an environment in which students can learn.
- To teach positive behaviour through the language of choice.
- To plan and prepare lessons.
- To teach respect by treating students with fairness and consistency.
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups.
- To record aspects of positive and negative behaviour via SIMs.

Tutor

- To teach interpersonal skills by promoting positive supportive relationships within their tutor group.
- To keep a record of attendance and to monitor lateness and absence.
- To record aspects of positive and negative behaviour via SIMs.

- To maintain positive communications between home and School.
- To check uniform and that students have the basic equipment.
- To provide guidance and assistance to individual students as necessary.

Heads of Department

- To ensure that departmental schemes of work suggest activities designed to suit different learning styles.
- To provide a positive learning environment within the department for both staff and students.
- To ensure that the School's behaviour and SEND policies are consistently implemented.
- To ensure that a climate of reward and praise is upheld within the department.
- To respond to the outcomes of the half termly monitoring system in a proactive and reflective manner.
- To monitor the attendance, behaviour and learning of individuals and groups of students within the department especially, looked after children, pupil premium students, ethnic minorities and gifted and talented students.
- To administer sanctions and rewards for relevant students.

Heads of Progress and Support

- To liaise and communicate with Heads of Department, parents/carers, outside agencies and SENCO.
- To support individual students by:
 - i) making and maintaining appropriate interventions and communicating these to parents and staff
 - ii) tracking the student's behaviour/achievement
 - iii) identifying disaffected and under achieving students and put in strategies to support their learning
- Investigate reported incidents and incidents of poor behaviour.
- Inform appropriate staff regarding necessary actions to be taken or those that have been taken following investigations.
- Monitor attendance together with Senior Leader responsible for attendance.
- Supervise School detentions (as required).
- Liaise with and have knowledge of outside agencies (as necessary).
- Contribute to Pastoral meetings when necessary.
- Report regularly to Leadership Group via the weekly Pastoral Briefing and fortnightly Line Management Meetings.

Teaching Assistants

- To support SEND students within the classroom.
- To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students.
- To help the teacher to create and sustain a positive culture for learning where praise and encouragement outweigh sanctions.
- To consistently implement the School's SEND, Mobile Devices and Behaviour Policy.

Cover Supervisors

- To supervise classes to undertake pre-set work and/or activities including introducing the tasks and ensuring an efficient close to the lesson.
- To promote self-control and independence in the students.
- To keep students on task.
- To contribute to a purposeful learning environment by providing informal feedback and encouragement to students as the lesson progresses.
- To apply the behaviour for learning procedures related to classroom management.
- To report, as appropriate, using the School's agreed referral procedures on the behaviour of students during the class and any issues arising.

Leadership Group

- To support staff in managing student behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented.
- To ensure that CPD is provided for staff which develops the individual and supports School priorities.
- To ensure that the School has systems in place to work with outside agencies.
- To attend the area half termly District Inclusion Panel meeting.
- To ensure that the School regularly communicates with parents and carers.
- To provide a staff intervention system for each lesson should it be required.
- To provide clear leadership and monitoring through the use of SIMs of the School's behaviour policy.
- To analyse behaviour data and ensure that records are kept up to date.
- To administer and enforce the Consequences System, 'Choose the Right Path' (Appendix II).

Governing Body

- To ensure that the School's behaviour policy promotes positive behaviour.
- Supports the Headteacher in the monitoring of attendance and exclusions of different groups of students including looked after children, pupil premium students and those from different ethnic groups.
- To form a Governor's Discipline Committee which meets on a regular basis to review exclusions and on an occasional basis to hear exclusion appeals.

Parent/Carers

- To ensure their child's regular attendance and punctuality.
- To encourage their child to bring the right equipment and dress appropriately.
- To co-operate with the School to ensure that their child follows the School's Code of Conduct
- To keep the Heads of Progress & Support/Tutors aware of any circumstances which may affect their child's learning.
- To encourage and support their child in completion of homework.
- To maintain regular contact with the School through attendance at parents' evenings and, as appropriate, through planners, letters, telephone calls and e-mail.

14. Support Systems for Students

In addition to lessons which are well paced and delivered, set suitable learning challenges and remove barriers to learning, some children will need additional support.

Some of the children experiencing Social, Emotional and Behavioural difficulties will be identified through the School's SEND screening system. The School follows the SEND Code of Practice and has a staged intervention process. The School's pastoral system holds regular meetings to review academic progress and to identify students most at risk.

The following strategies may be used to support at risk students:

- early home/School contact leading to daily report to the pastoral team if necessary in order to modify student behaviour
- change of tutor or teaching group
- the student may be given a Mentor who will set appropriate targets in discussion with the student
- Individual or small group sessions in the Hub
- increased flexibility programmes will be used to support identified student
- Pastoral Support Plan implemented
- Referral to outside agencies e.g. Autism Outreach, CAMHS

15. Support Systems for Staff

It is acknowledged that it is the responsibility of all staff to deal with minor low level behaviours and poor attendance at the time and wherever it occurs in the School. However, it is recognised that there will be occasions when staff will need a greater level of support. Staff who experience difficulty with a class or group will receive support in the following ways:

- Heads of Department, Line Managers, and Heads of Progress & Support
- Intervention Duty
- Departmental specific support e.g. detentions, group move etc
- Continued Professional Development

16. Monitoring and evaluation

The identification, recording, monitoring and evaluation of behaviour will be undertaken by reviewing the following sources of information:

- SIMs
- CPOMS (monitors safeguarding, wellbeing and pastoral issues)
- Behaviour Spread sheet/data base
- SEND Register
- Attendance Register
- Student Files – Attainment/achievement data also parental communication
- Departmental data systems
- Target Setting data
- Outside Agency data e.g. Youth Offending data/health service/Family Practitioner
- Student planners

CODE OF CONDUCT

Be prepared to learn

- Bring equipment, pen, pencil, planner in an appropriate bag.
- Arrive on time and take off coats, hats, scarves and gloves.
- Listen to the Teacher and follow all instructions.
- Sit where you are told.
- Put your planner on your desk
- Write down the homework task and record when it is due in.
- Complete your homework and hand in on time.
- Remain silent and concentrate when the teacher talks to the class.
- Work quietly and stay on task.
- Work to the best of your ability.

Let others learn

- Respect other students' right to work and do not annoy or distract them.
- Put up your hand to ask or answer a question.
- Do not call out.

Respect the rights and property of others

- Think about your safety and safety of others.
- Be polite to everyone.
- Be considerate to others at all times.
- Show respect to members of staff by always using Sir, Miss or their proper name.
- Do not use swear words.
- Do not eat or chew in lessons.
- Keep your books neat and tidy.
- Look after the School environment.
- Do not graffiti and report any that you see.
- Put litter in the bins provided.
- Show respect to all people in the community on the way to and from School.

CONSEQUENCES SYSTEM

APPENDIX II

SANCTIONS	
<p>Most of our students are very well behaved and show respect towards others. Occasionally when students do misbehave there are consequences.</p>	
Examples of Actions Leading to Consequences	Likely Outcomes
<ul style="list-style-type: none"> • Minor disruption of a lesson including not bringing appropriate equipment to lessons • Unacceptable lateness • Using mobile device and disrupting the lesson • Inappropriate minor behaviour around school 	<ul style="list-style-type: none"> • C1 C2 C3 & C4 behavioural strategies adopted as outlined in section 7 of the Behaviour for Learning Policy (please refer to the Mobile Devices Policy)
<ul style="list-style-type: none"> • Continuing lateness • Continual lack of homework 	<ul style="list-style-type: none"> • Teacher or departmental detention • Parents/Carers informed
<ul style="list-style-type: none"> • Persistent disruption / inappropriate behaviour / lateness / refusal to follow instruction • Truancy • Unsatisfactory 'Attitude towards Learning' grades 	<ul style="list-style-type: none"> • Parents/Carers informed • Head of Progress and Support detention • Departmental detention
<ul style="list-style-type: none"> • Smoking • Missing a departmental detention on two occasions 	<ul style="list-style-type: none"> • HoPS detention • Head of Progress and Support detention • Parents/Carers informed. • Interview with a member of Senior Leadership Team
<ul style="list-style-type: none"> • Offensive behaviour to members of staff including Verbal abuse. • Continued failure to attend SLT detentions after school • Unprovoked aggression • Possession of or under the influence of alcohol • Physical assault • Serious vandalism • Defiant behaviour towards a member of the senior team • Discriminatory behaviour • Homophobic bullying - Any hostile or offensive action against lesbians, gay males, bisexuals or transgenders or those perceived to be lesbian, gay, bisexual or transgender. • Sexual violence & sexual harassment – unwanted conduct of a sexual nature to another student such as sexual comments, sexual jokes, taunting or online harassment such as sexting. 	<ul style="list-style-type: none"> • Internal exclusion in ACREM (Academic Remove) supervised lunch and break • Suspension from school for a period of time • Parents/Carers informed • Meeting will be arranged involving the individual student, Parents/Carers, Headteacher/Deputy headteacher and in some instances a Governor where a 'contract' will be drawn up detailing the school's specific expectations
<ul style="list-style-type: none"> • Serious or persistent behaviour that is posing a significant threat to the safety and well-being of others • Major offence, e.g. carrying inappropriate objects such as knife / violence towards a member of staff • Possession of or under the influence of drugs or supplying/intending to supply drugs or alcohol 	<ul style="list-style-type: none"> • Parents/Carers informed • Initial placement at the Bailey Street Alternative Provision Academy • Managed transfer to another school • Extreme cases will result in a permanent exclusion from school

Note: Individual and mitigating circumstance of the student will always be given consideration when determining consequences.