

Policies & Procedures

Behaviour Policy

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Part of



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Behaviour Policy

1. Rationale

Abbey Grange Church of England Academy aims to ensure all students can have the best possible learning experience in every lesson. We believe that for anyone to be as successful as possible they must develop self-discipline, respect and resilience. The behaviour of all students should reflect the expectations of Abbey Grange Church of England Academy, which in turn will allow students to flourish and develop respectful relationships with everyone in our community. If we are going to be successful in making sure students are educated, nurtured and empowered during their time at Abbey Grange Church of England Academy, we must all (staff, students and families) work in partnership to make sure our behaviour expectations are upheld, and success is rewarded.

2. Outcomes

- To have the highest expectations of student behaviour and attitude to learning, so all students take their learning seriously and succeed.
- To make sure all students can develop successful learning habits.
- To acknowledge, reward and celebrate the success of students so they have a sense of pride in their achievements.
- To create and sustain an environment of mutual respect among everyone within our Abbey Grange community, where students accept responsibility for their own actions.
- To work in partnership with all our families to encourage excellent behaviour and improve patterns of behaviour where improvements are needed for a student to succeed.

To support these outcomes, we rely heavily on our Christian ethos and use of collective worship and daily reflection to bring students and staff together in a community where we recognise our shared aims and goals. Regardless of our different backgrounds, life experiences or different individual needs everyone at Abbey Grange Church of England Academy is reminded through assemblies, collective worship and form times that we are a community committed to working in partnership to educate, nurture and empower.

3. Rewarding Positive Behaviour

Although at Abbey Grange Church of England Academy we want students to be motivated by the intrinsic value of achievement, we are also committed to acknowledging and celebrating student success and positive learning habits. As such, we have a reward system linked to positive points which are issued via ClassCharts, our electronic behaviour recording system. Staff can reward students electronically with points for quality of work, positive attitude to learning, and consideration of others. In addition, positive points can be given for participation in activities and other positive behaviours outside of the classroom. Accumulation of positive points will automatically lead to the issuing of Abbey Manager Postcards, certificates, entry into prize draws, invitation to join reward trips, shopping vouchers and attendance at reward lunches in school.

Other rewards which are used to support positive behaviour include:

- Verbal praise, either personal or public
- Positive comments in exercise books
- Information about achievements of individuals, teams or classes displayed on the screen in the Entrance Hall, on displays around school or in the school newsletter.
- Recognition in Presentation Evenings and in Assemblies
- Prefect status in Year 11 and Senior Prefect status in Years 12 and 13
- Nomination for out of school awards when deemed appropriate e.g. Diana Award, Rotary Club Award, Black Achievers, Civic Pride

As well as rewards to promote positive behaviour, teachers will use a range of strategies to encourage students to have a positive attitude to their learning. Some of these strategies will include:

- using positive reinforcement to acknowledge students who are meeting expectations (verbal and/or written)
- integrating consistent praise into lessons or any interaction with students
- being unconditionally forgiving of those who may have made mistakes in previous lessons so they can receive praise and rewards when successful
- observing the learning throughout lessons to actively seek opportunities to praise
- being impartial and impersonal when applying sanctions
- using ClassCharts to award positive and negative behaviour points.

4. Process

As part of our aim at Abbey Grange Church of England Academy to sustain a positive learning environment we aim to empower staff and students to achieve the best possible outcomes for all.

The empowered teacher

Teachers have the right and responsibility to:

- teach in an academy where the expectations around behaviour are clear and reinforced
- make reasonable requests to students in line with the academy expectations and rules, and have these requests followed first time, every time
- reward positive behaviour and challenge unacceptable behaviour in line with our policies and procedures
- request assistance from parents, carers, heads of department, pastoral staff, extended leadership and senior leadership when support is required in handling incidents of consistent or serious poor behaviour

The empowered student

Students have the right to:

- develop academically, socially and emotionally in a nurturing environment where expectations are reinforced through rewards and sanctions consistently and fairly by all staff
- learn in an environment where expectations are clear
- learn in an environment where the behaviour of others does not disrupt or slow their progress

Classroom expectations

1) Follow instructions first time, every time

Students who wish to achieve the best outcomes trust teacher's instructions are made to help them succeed. It is important for students to learn resilience and self-discipline. If a teacher, or other member of staff, makes a reasonable request it must be followed straight away. We expect students to trust staff and not question a request or decision. Any further queries, or if a student feels unable to speak to the member of staff, a student may speak to their Abbey Manager.

2) Be on time

Students who wish to succeed always attend and are on time. We are trusting that students will arrive to lesson one each school day by 8.25am so that they are ready for the day's learning. Failure to arrive at any lesson within 5 minutes of the bell will lead to a negative for punctuality. Students who arrive late to school are expected to sign in at reception prior to attending their first lesson, where they will be asked by the attendance officer and/or session manager for an explanation for their late arrival. Any truancy within school will lead to Room for Improvement (RFI) isolation and detention issued.

3) Wear correct uniform

Students who wish to succeed wear perfect uniform. It is important that our students take pride in themselves and in our academy. It is important that students contribute to our academy's common routines and that all members of our academy are treated fairly. Students who fail to wear correct uniform will be issued a negative comment. In addition, students who refuse to correct uniform infringements which can be easily rectified, or continually fail to wear correct uniform can be removed from lesson to work in the Room for Improvement until expectations are met. We will do this to ensure that all our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code and some don't. Further detail around specific uniform expectations can be found on our website/

4) Demonstrate PRIDE

PRIDE refers to the following expectations on all student's work.

Perfect presentation: work is clear and neatly presented. Handwriting is tidy and legible. Mistakes are crossed out with a neat line.

React responses: All react targets are responded to in green pen showing increasing knowledge, skills and understanding. Students must take time to check spelling, punctuation and grammar.

Independent work: Students must be resilient in lessons and attempt tasks independently before seeking appropriate help and support.

Date and title: All classwork must have a date and title that is underlined with a ruler, and homework must be labelled.

Equipment: Students must have two pens which are black and/or blue, a green pen, a ruler, a pencil, a charged iPad (if issued with one), a planner (if issued with one). In addition, they must have specific equipment and clothing, or ingredients, for lessons such as PE, Art, DT, Science and Maths when requested.

5) Have a positive attitude

We recognise students may need support when having a difficult time or are struggling in some way. Although we do not sanction students for this, we expect students to have a growth mind-set wherever possible; be willing to work hard, be resilient when facing academic challenges and have a positive attitude to their learning. Students who are clearly and consistently refusing work, avoiding challenge or being openly negative about their learning will receive negative points.

6) Be respectful to all members of the academy community

We recognise the importance of mutual respect for all members of our community, but also acknowledge that mutual respect does not mean equal respect. Staff and students rightly require different levels of respect, and no one deserves to be treated in a way they themselves would not want to be treated. All students, regardless of their feelings towards others, must treat everyone with courtesy and kindness. There is no excuse for anyone to be disrespected, and as such cases where disrespectful behaviour has occurred can lead to sanctions suitable to the level of disrespect (see consequences on page 9)

7) Meet all your deadlines

Students who wish to be successful complete homework (including coursework) on time; completing work outside of lessons is very important to consolidate learning and improve memory recall. It also helps students to develop their organisational skills and it shows that they are hard working. Deadlines have to be met with work that is done to the best of their ability. Students who fail to meet a deadline are issued with a negative point.

Phase system

In lessons there is a clear procedure for teachers to use when confronted with behaviour which does not meet expectations. This is visible on our sanctions pyramid (see page 10). Students failing to meet expectations will be given a verbal warning (Phase 1). Once issued any further behaviour which does not meet expectations will lead to a negative linked to that behaviour (Phase 2). Once a negative is issued if the student is not meeting expectations again they will be moved within the classroom (Phase 3) to give them one last opportunity to rectify their behaviour and continue with the lesson, however if the student fails to meet expectations again they will be sent to another room (Phase 4).

Session manager

If a student's poor behaviour is serious enough in lesson to warrant immediate escalation (see consequences page XX and behaviour pyramid page 10) then the session manager can be called to remove the student from lesson. If this occurs the student will be taken to the Room for Improvement and/or an appropriate sanction issued. The session manager may also be called if a student's behaviour does not meet expectations in a Phase 4 removal room.

Reports

Reports are an opportunity to monitor a student's behaviour and attitude to learning and can be used to target specific behaviours which the student is required to improve. It is an opportunity for a student to see their progress, highlight success and, if necessary, monitor poor behaviours which require further intervention. Reports can be issued by Achievement Directors to be monitored by form tutors, Abbey Managers, Achievement Directors themselves or Senior Leaders. Families will be required to monitor and sign student reports as well. Reports will be logged for recording and monitoring purposes, with meetings set up by Achievement Directors to discuss with key pastoral staff if and when reports are required. Reports can be issued in line with the behaviour pyramids as well (see page 10)

Room for Improvement (RFI)

The concept of our Room for Improvement is to take students whose behaviour is a serious concern out of lessons and/or free time to allow them time to reflect or self-regulate. The Room for Improvement can also be used to give students time to reflect or calm down before a situation escalates into something more serious. The Room for Improvement may be used in accordance with the consequences system (see page 9), or when a student is deemed to need some time to themselves to reflect on their behaviour to prevent serious incidents from occurring. All students who are in the Room for Improvement will be issued with appropriate work and revision using appropriate revision guides. Textbooks and work sent by members of the teaching staff.

There are booths in the Room for Improvement to be used if a student's behaviour in the Room for Improvement is not meeting expectations, and the member of staff wants to prevent escalation or sanctions. The booths can be used as required but will only be used when necessary and for as limited time as is deemed necessary to help the student and others in the Room for Improvement continue their work and revision. A log of all work will be kept and staff in the Room for Improvement will check for quality of work completion.

Serious Incidents

When a serious incident has occurred at the academy, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents/carers will always be

informed when we are dealing with a serious incident. At times, we may need to place a student in the Room for Improvement, or another area of the academy with staff supervision, during an investigation. When we have completed our investigation parents/carers will be contacted to discuss the incident and possible ways of resolving the situation or explain other outcomes.

5. Code of Conduct

Additional expectations

We have one basic rule for all of us at Abbey Grange Church of England Academy: treat everyone in the academy community in the way in which you yourself would wish to be treated i.e. with courtesy, consideration and respect. This means complying with all aspects of the Academy's Behaviour Policy.

- 1) Move around the academy with pace and purpose, being safe and calm at all times while making sure to follow the one-way system.
- 2) Take care of your school environment by putting all rubbish in provided bins and not vandalising any part of the academy.
- 3) Be considerate of others in school. No form of bullying, intimidation, rudeness, fighting, assault or confrontation will be tolerated (see consequences on page XX)
- 4) Always speak quietly and politely to everyone and be silent when you are required to be.
- 5) Food and drink must be eaten only in the designated areas (hall and courtyard and only before school and at break and lunchtime). Chewing gum and high caffeine/energy drinks are forbidden in the academy and on the buses to and from the academy.
- 6) When you are out of the academy, walking locally or with a group, always remember to behave in an appropriate manner that maintains the positive reputation of the academy. The academy has the right to sanction behaviours outside of the academy which impact on members of the academy's community or its reputation. This includes behaviour on the school or public transport.
- 7) Smoking (including on the journey to and from Abbey Grange and /or on Abbey Grange transport) will be treated as a very serious breach of academy discipline and will be dealt with accordingly. Cigarettes, lighters, matches, e-cigarettes or any other dangerous articles or substances are forbidden on the academy premises.
- 8) Mobile phones must be switched off and be out of sight at all times while on the school premises. Phones will be confiscated according to the Academy's Mobile Phone Policy and Parents/Carers will be informed. Neither the academy nor individual staff can take responsibility for students' mobile phones.
- 9) Carrying any weapons including BB Guns, any type of knife, any replica weapons or any other dangerous articles or substances is forbidden.
- 10) Students who stay on the academy site for the midday meal are not allowed to leave the premises except after a specific parental request or under instructions of a member of staff (with the exception of post 16 students and prefects). Students should never invite or encourage unauthorised visitors onto the site under any circumstances.

Consequences	Dealt with by	Incidents
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Reprimand / verbal warning	Class teacher	Failing to meet classroom expectations
Negatives	All staff	Not responding to verbal warning Eating on corridors (two times will lead to detention) Failure to demonstrate PRIDE / complete REACT (two occasions for detention) Missing equipment (two occasions for detention) Chewing gum (two occasions for detention) Incorrect uniform (two occasions for detention) Late (two occasions for detention) Out of bounds (two occasions for detention) Failure to meet deadline (three occasions per half term to detention)
Immediate detention / Principal's detention / removal from lesson / RFI / external RFI	Subject Leaders / Abbey Managers	30 minutes: Poor behaviour after removal from lesson Using phones or MP3 devices without permission Offensive language overheard by member of staff Plagiarism / copying Dropping litter Disrespectful behaviour to staff or peers Irresponsible behaviour Refusal to follow instructions iPad misuse/damage 1 hour: Fighting Continual failure to follow instructions in lesson Truancy Verbal abuse
Principal's detention / external RFI / fixed term exclusion	Achievement Directors (SLT involvement for more serious incidents)	Vandalism Extreme defiance Sexual harassment Racist incidents Homophobic incident Assault Bullying/intimidation Harassment Theft/handling stolen goods Dangerous behaviour (including bringing to or handling illegal items in the academy such as weapons, potential weapons or drugs) Smoking or vaping on/near school grounds
Permanent exclusion / managed move	SLT / Governors	Serious incidents of violence, possession of illegal items, drug use/dealing, possession of weapons, vandalism, theft, bullying or harassment

The academy may also use the following sanctions:

- For five detentions in a half term a student will spend one day in RFI
- For five RFI referrals per half term a student will receive external RFI
- Removal of free time
- Not allowing attendance on **reward** trips
- Confiscation of items
- Direct student to alternative provision
- Issuing report cards
- Correctional conversation for 10 minutes after school without informing parents/guardians
- Removal of IT privileges
- Not allowing attendance during celebration or reward



Behaviour Pyramids

Rewards

- 700 – Principal’s Award (£15 voucher)
- 600 – Senior Leadership Award (£10 voucher)
- 500 – Achievement Director Award (£5 voucher)
- 475 – 4 entries into prize draw
- 450 – Koinonia badge
- 425 - Postcard
- 400 – Koinonia certificate
- 375 – 1 week Abbey Bite pass and 3 entries into prize draw
- 350 – Gold badge
- 325 - Postcard
- 300 – Gold certificate
- 275 – Week lunch fast pass and 2 entries into prize draw
- 250 – Silver badge
- 225 - Postcard
- 200 – Silver certificate
- 175 – 1 day Abbey Bite pass
- 150 – Bronze badge
- 125 – Postcard
- 100 – Bronze certificate
- 75 – 1 day lunch fast pass and 1 entry into prize draw
- 50 – Postcard

REWARD POINTS

Weekly: Certificates, postcards, badges and passes issued

Half termly: Prize draw, reward early lunch, notice board and newsletter recognition

Termly: Principal’s brunch

Annual: Opportunity to attend trips/events

Sanctions

Continual accumulation of detentions and/or RFI referrals without improvement, or accumulation of fixed term exclusions, will lead to behaviour contract with parent/carer involvement

CONTRACTS

- Missed 5 detentions = external RFI
- Missed 4 detentions = 2 days RFI until 4pm
- Missed 3 detentions = full day RFI until 4pm
- Missed 60 minute detention = repeat detention with additional 30 minute detention
- Missed 30 minute detention = 1 hour detention
- Continuation of negative/repeated sanctions for same behaviour = report card issued
- 5 detentions within a half term = 1 day RFI and report card
- 5 RFI referrals within a half term = external RFI
- Missing 3 deadlines within a half term = 1 hour detention and report card
- 2 lates in a week = 30 minute detention
- 6 lates in a half term = RFI and report card
- Rude to staff/extreme defiance = session manager

BEHAVIOUR WATCH/ESCALATION

- 5) Behaviour does not meet expectations in Phase 4 Room - session manager and RFI
- 4) Behaviour does not meet expectations for a 4th time in a lesson - student sent to Phase 4 Room
- 3) Behaviour does not meet expectations for 3rd time in a lesson, student moved within classroom
- 2) Behaviour does not meet expectations for a 2nd time in a lesson - negative comment
- 1) Behaviour in a lesson does not meet Abbey Grange expectations - verbal warning

NEGATIVE POINTS

Date Local Body approved policy 9th October 2019.