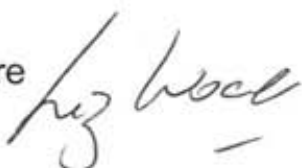


Sprowston Community Academy

Behaviour Policy

2018 - 2019

Signature 

Head of School

Date: 28-11-18

Signature 

Chair of Governors

Date: 28.11.18

Sprowston Community Academy

Attitudes for Success (AFS)

Behaviour Policy and Procedure 2018-19

(a) Ethos

At Sprowston Community Academy we believe in high expectations for learning, behaviour and respect. We believe that high aspirations, strong attitudes to learning and good attendance are the foundations of strong academic progress and personal development.

Our Attitudes for Success policy aims to create culture where hard work and strong attitudes to learning are valued and celebrated. Students seek to work as hard as they can at all times and develop independent learning skills and a genuine love of learning. Students know that disruption to learning will not be tolerated and appropriate sanctions will be applied consistently and rigorously by all staff. There is a sense of respect for self, others and the environment which permeates the academy and attitudes within it. Behaviour around the Academy is calm and purposeful so that students feel safe at all times. This is supported by mature and pro-active student leadership.

(b) Aims and Objectives

- To ensure that strong attitudes to learning are modelled and rewarded across the Academy
- To ensure that students understand the link between attitudes to learning and academic progress and are able to take ownership of their own attitudes to learning (with appropriate support)
- To ensure that there are clear and consistent sanctions in place to challenge attitudes and behaviours that do not meet the required standards.
- To ensure that incidents of low level disruption are low and reducing over time as a result of clearly applied sanctions, rewards and a culture of high expectations
- To maintain strong communication and transparency with all stakeholders so that expectations, rewards and sanctions are clear and contribute to a culture of success
- To maintain staff, student and parent relationships which are positive and productive

(c) Rewarding Positive Attitudes to Learning

We believe that positive attitudes to learning must be recognised and rewarded. This will take a variety of forms:

Reward	Reward Process
Verbal Praise	Staff "catch" students showing positive attitudes to learning and use verbal praise to acknowledge this and to model to all students examples of positive attitudes, This may take place in classrooms or in public forums such as assemblies
Written Praise	Sprowston Community Academy operates a Marking 4 policy which gives opportunities for teachers and support staff to recognise positive work

Achievement Points	Staff are encouraged to identify and rewards positive attitudes to learning in lessons. This leads to a "Green Card" being awarded which is added to the SIMS system as an achievement point. Achievement Points are recorded on school reports and form the basis of bronze, silver and gold certificates of achievement
Attitude to Learning scores	At all tracking points, staff are asked to identify Attitude to Learning (ATL) scores for young people. This is evidenced on the school report for individual subjects and an overall average is given. Heads of Year use the ATL average score as a way of rewarding the top attitude to learning scores in the year group and the most improved scores. ATL scores can also be used for inter-form competitions. On at least a bi-annual basis, the top ATL scores across the whole school are celebrated.
Star of the Week	Teachers and support staff are encouraged to nominate stars of the week. This allows staff to recognise work or attitudes that are of particular high quality. This leads to recognition on the school website and entry into a prize draw
Academic Success Awards (ASAs)	At every tracking point, staff are encouraged to nominate students who have particular high levels of attitude or achievement. This is recorded on a roll of honour and via the school website
Year Group Celebration Assemblies	At Christmas and in the Summer, year groups hold celebration assemblies in which students are nominated for positive attitudes to learning and achievement in different subjects.

(d) In- Class Behaviour Systems

Effective behaviour management systems must be:

- Clear and inevitable
- Proportionate and Fair
- Consistently applied by all staff
- Uncomplicated and simple to record and enforce

Effective behaviour management systems:

- Allow students time to reflect on their actions and make appropriate choices
- Are non-confrontational
- Are not personal
- Lead to clear and consistent consequences that encourage students to make better choices
- Are, where possible, applied privately so that students do not perceive unnecessary public humiliation

At Sprowston Community Academy we believe that the following **routines** promote positive attitudes to learning:

- The classroom teacher and/or support staff meet students at the door
- Where possible, students are greeted by name and with a smile
- There is a seating plan in place that maximises student learning, This is not open to negotiation with students

- Students have a clear routine when entering the classroom, including a settling task
- Latecomers are noted on SIMS and addressed privately at an appropriate point in the lesson
- The teacher will set out the context of the lesson and the learning question/learning outcome. There is an expectation that students do not speak when the teacher is speaking and are focussed and engaged
- The lesson starts promptly and has a clear structure
- There are clear mechanisms in place to support the organisation of learning, for example systems for distributing books and equipment
- Teachers and support staff are well aware of the needs of different learners and differentiate work accordingly
- High expectations permeate the lesson; praise is used widely and there is clear challenge
- There are clear systems in place for ending the lesson and leaving the classroom in an orderly way

Staff at Sprowston Community Academy are committed to developing positive relationships with young people based on high expectations and mutual respect. Central to this is a belief in non-confrontational behaviour management strategies which focus on prevention and de-escalation.

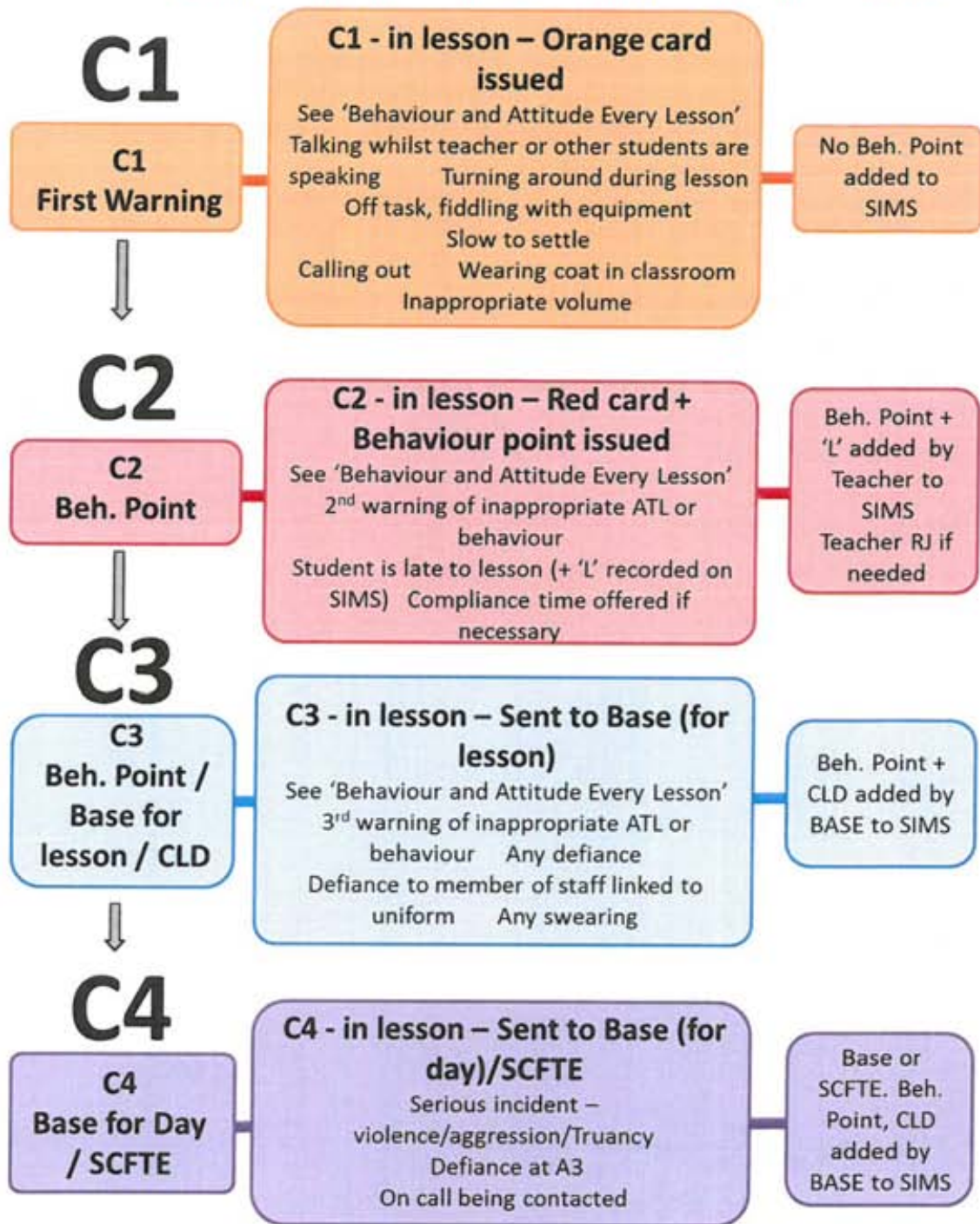
Strategies to prevent conflict will include:

- A well organised classroom environment
- Clear and consistent classroom routines
- Seating Plans
- Effective use of data and advice, including SEN/PP Passports and risk management plans
- Positive relationships using humour and genuine interest in students
- Making sure there is a fresh start every time and a commitment to repairing damaged relationships outside of lesson time
- Use of non-verbal cues: thumbs up; smile; nod
- Some appropriate use of tactical ignoring
- Allowing take up time
- Circulating the room
- Using positive, non-confrontational language
 - "thank-you" rather than "please"
 - Avoid sarcasm
 - De-personalise- be clear it is the behaviour you are unhappy with, not the student

Managing Behaviour in the Classroom

The flow chart below indicates the process by which behaviour is managed in each classroom.

This is consistent in every classroom in the Academy.

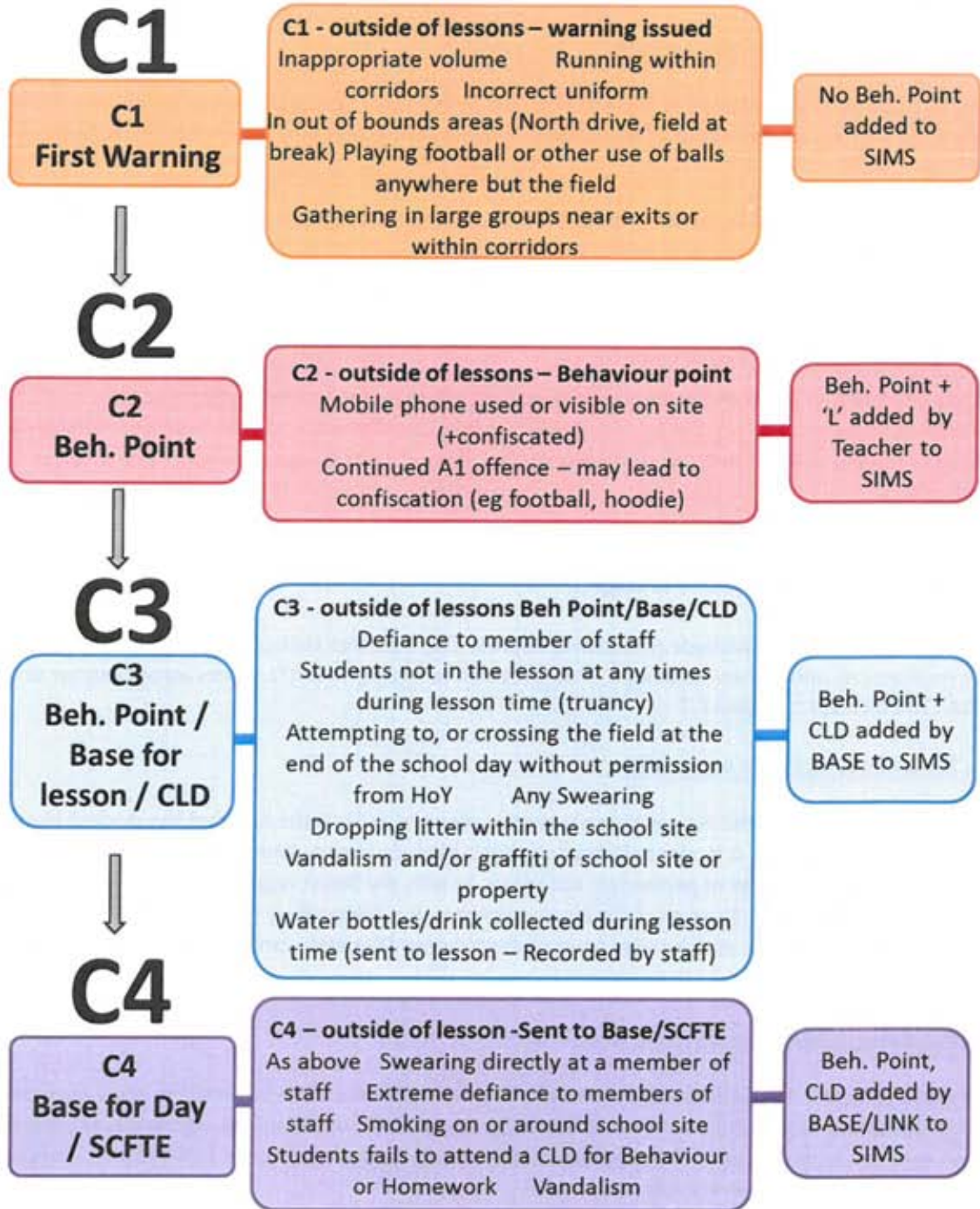


(e) Managing Behaviour Outside of the Classroom

Sprowston Community Academy is committed to ensuring that student behaviour outside of lessons is good at all times. This includes:

- Ensuring that students move around the Academy in a calm and orderly way
- Ensuring that student language is appropriate at all times. This includes zero tolerance of swearing and discriminatory language
- Ensuring that students respect the school environment. This includes ensuring litter is placed in bins and ensuring that all school equipment and property is treated with respect
- Ensuring that students take pride in their physical appearance. This means that appropriate uniform is worn at all time, including on the journey to and from school
- Students respect and follow rules in relation to mobile phone and headphone usage
- Students respect the fact that the school is a non-smoking site. This includes the area at the front of the school building
- Students are positive role models and treat each other with respect and courtesy. All forms of bullying will be challenged and addressed in line with the school behaviour policy

The diagram below indicates how high expectations for behaviour will be enforced outside of the classroom:



(f) Sprowston Community Academy: Behaviour Stage Model

STAGE 1: CONCERN EXPRESSED TO PARENTS

The student is involved in a number of behaviour incidents over a short period of time or 1 serious incident. There may be a perception that the behaviour of the student is deteriorating and that the learning/well-being of others is being affected.

Parents are contacted by phone or letter by the form tutor, a classroom teacher, a member of the Inclusion Team or Head of Year/Faculty. This is recorded on the student's records.

STAGE 2: STUDENT IS PLACED ON A SMART REPORT FOR BEHAVIOUR OR AN ATTITUDE TO LEARNING FOR BEHAVIOURS FOR LEARNING

Despite early intervention and communication with parents, there is continued disruption and the student fails to meet the behaviour expectations of the School. The Smart Report will identify specific behavioural targets that the student must meet and will be carried to every lesson. The Smart Report is a weekly report that must be signed by parents/guardians.

If the student is either failing to complete the SMART report (behaviour) or is not showing the levels of improvement necessary, this will move to stage 3.

A student may be placed on an Attitude to Learning Report. This indicates that concerns centre around the student's behaviour for learning, rather than behaviour. This will often be seen in low ATL scores across a range of subjects leading to an ATL average of below 2.7

STAGE 3: BEHAVIOUR SUPPORT PLAN (BSP)

If a student is placed on a BSP, this is an extremely serious step and reflects the fact that the student has not responded to previous support. A student placed on a BSP is likely to already have had a serious of exclusions and is putting themselves at serious risk of permanent exclusion. As with the Smart report, students will be given specific targets as part of a daily report. Because of the level of concern, it is highly likely that external help will be sought for behaviour management and the student may have access to some alternative provision depending on the circumstances of the case.

STAGE 5: PASTORAL SUPPORT PLAN (PSP)

The PSP is the last stage in the behaviour stage model. Students will have up to 16 weeks to show that they can improve their behaviour and comply with the behavioural expectations of the school. Again, it is expected that internal and external support is placed around the student to enable them to succeed on this plan. The plan will be closely monitored and updated every 2 weeks.

STAGE 6: PERMANENT EXCLUSION

The final stage in the model is permanent exclusion. A student who has been unable to meet the expectations of the school, despite the high levels of support and intervention provided, will be recommended by the Head teacher for permanent exclusion and a Governor's Panel will meet.

Please note that in rare cases, permanent exclusion may result from one-off offences. These include: serious physical assaults; bringing potentially dangerous weapons into school; theft and bringing illegal substances onto the school site with intent to use/supply to others.

(g) Detentions

Detentions form a vital part of our approach to behaviour management and there is an expectation that parents will support the school's decision to place a student in a detention.

There are 3 main types of Detention:

- (a) Late Detention: Students receiving more than 3 lates in a week complete an hour long detention on Friday evening
- (b) Central Leadership Team Detention (Homework). These run on Tuesday, Wednesday and Thursday from 3.30pm-4.15 pm. Students who fail to submit homework are given one additional chance to do so by their class teacher. Failure to submit homework then leads to an automatic CLD
- (c) Central Leadership Team Detention (Behaviour): In the first instance, classroom teachers may set their own lunchtime detentions to deal with incidents of low level behaviour. Failure to attend these lunchtime detentions will lead to an automatic CLD. After school CLDs will also be given for more serious behaviour incidents including all referrals to Inclusion and poor out of class behaviour.

Failure to attend CLD without a valid reason will lead to a School Centred Fixed Term Exclusion. Continued failure to attend CLD's will be regarded as gross defiance and a failure to respond to the school discipline policy. This will lead to Fixed Term Exclusion and an urgent meeting with parents or carers will be arranged.

(h) Dealing with Bullying

As a school we are opposed to all forms of bullying and will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated. Sanctions will be taken against students who are found to have bullied other students. This process is more fully detailed in the School Bullying Policy.

Moreover, as a school we believe passionately that we have a responsibility to build a climate and ethos that encourages our students to respect each other, understand diversity and difference and to lead the way in developing positive relationships and support for each other. We are fully committed to the principles of the Equalities Act 2010 and seek to ensure that no student is discriminated against on the grounds of sex, race, disability, sexual orientation, religious belief or pregnancy.

(i) Searching Students

In line with the Education Act 2006, School staff have a right to search students for any item banned by the school, if the student agrees. This may include items such as tobacco, alcohol or stolen items. The Head teacher, and staff authorised by the Head teacher have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff will seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Weapons and illegal drugs will be passed immediately to the Police.

Where a search is undertaken without the consent of the student this will, where possible, be undertaken by a member of staff of the same sex as the student and with a witness who is also the same sex. In order for such a search to be undertaken the School must be satisfied that there are reasonable grounds for suspicion.

A student that refuses to co-operate with a search will be treated as any other student who refuses to comply with the school discipline policy and a sanction will be imposed.

(j) Use of reasonable force

In line with the Education Act 2006, there are certain situations where it is regarded as acceptable for a member of staff to use reasonable force against a student. The most common example of this is where a member of staff intervenes in a fight or altercation between students. In this case, the member of staff is fulfilling their duty of care to all students by ensuring that the students involved are kept safe from physical harm. In other instances a student may be putting him/herself at risk as a result of the behaviour demonstrated and this may also justify a degree of reasonable physical intervention by an employed adult at the school.

(k) Dealing with allegations against members of staff

Where there are allegations made against members of staff, these will be investigated swiftly and consistently by the School Leadership Team in line with the School Complaints Policy. Where there are issues relating to safeguarding and child protection, these will be dealt with via the appropriate channels including immediate communication with the Local Area Designated Officer (LADO) for Child Protection.

The School takes its responsibility for safeguarding and child protection extremely seriously. With this in mind we also regard false and malicious allegations against members of staff by students as an extremely serious breach of the school discipline code and hence serious sanctions will be imposed against students who knowingly make such false allegations.