

Behaviour for learning policy

Key Document Details

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1. Introduction

The purpose of this policy is to provide clear guidelines for all staff, parents, students and governors to ensure we create a safe and positive learning environment where all children can learn, flourish and be successful.

This policy complies with the Education and Inspection Act 2006: Section 89.

2. Role and Responsibilities

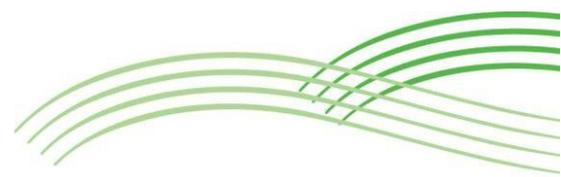
It is the responsibility of all members of our community to play their part in helping the school achieve a safe and positive learning environment that is essential if we are to help all the students be successful. It is the responsibility of all students to do their very best at all times and if mistakes are made, we help them to accept responsibility and work hard to put things right.

3. Objectives

Whitelands Academy aims to provide a caring, inclusive and supportive community in which all students feel a sense of belonging, thus helping them become mature, responsible, thoughtful and well-adjusted young people with a sense of self-respect and confidence. We seek to achieve this by setting the highest expectations of all members of our community. We believe that all children can and want to achieve and be successful. This will only happen when expectations are clear and consistent. Children must be rewarded for good behaviour and for producing work of a high quality. Where students fall below our high standards, both in terms of behaviour and work reasonable sanctions will be applied.

To help us achieve this we:

- establish and communicate clearly measures to ensure good order, respect and discipline
- promote and model desired behaviour and discipline



- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensure equality and fairness of treatment for all
- encourage consistency of response to both positive and negative behaviour
- promote early intervention, solutions and follow up
- provide a safe environment, free from disruption and bullying
- encourage a positive relationship with parents and carers to develop a shared approach to always work together
- promote a culture of praise and encouragement in which all students can achieve
- support, praise and as appropriate reward students' good behaviour
- keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities

4. Promoting Good Behaviour

We are committed to the modelling and teaching of good behaviour and recognise that all interactions within school provide the opportunity to model it. All teachers are responsible for maintaining the highest standards in their own classroom both in terms of behaviour and work. Teachers will be supported by their Head of Department, Head of Year and the Senior Leadership Team to ensure that the highest standards are maintained in all lessons.

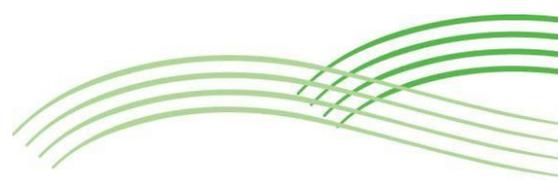
Lesson content, classroom management and organisation and teaching and learning strategies are all contributory factors to student behaviour. It is essential that all teachers follow the systems and structures for the beginning and end of lessons to ensure that all students can easily follow our routines. Teaching staff are fully supported in this by the Senior Leadership Team, in particular through Line Management Learning Walks and 'Drop-Ins'.

On occasions, children's behaviour may be impacted by struggles outside of school. We always give compassion and support in such circumstances through our robust Pastoral System; however, it is important that our high standards and expectations remain the same and alongside this support, the relevant sanctions will be in place. Children need and thrive on consistency and boundaries, perhaps even more so when life is complicated outside of school.

5. Pre-emption strategies

All year 7 pupils are explicitly taught and deliberately practice classroom entrance, exit and routines in their first week of Whitlands. All teachers pre-empt any off task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice. As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use the pre-emptive reminders:

- Silent non-verbal:** hand signal, eye contact, shake head or sharp pause.



- B. **Unnamed:** “We are tracking. Just waiting for 100%. We need one more person....”
- C. **Named:** “David, we listen so we can learn. Thank you”

6. Consequences for poor behaviour

1. A **demerit** is given as a corrective reminder if a pupil makes a bad choice, breaks a school rule, or for:

- 1. Minor misbehaviour in corridors or around school (running, not following one way, etc.)
- 2. Persistently not tracking or concentrating
- 3. Sloppy written work in lessons
- 4. Sloppy uniform
- 5. Anything else that a pupil has previously been reminded about by a teacher.

2. A **detention** is given for 2 demerits in a lesson, or for:

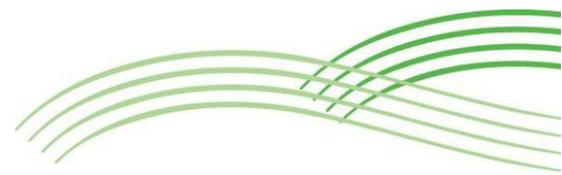
- 1. Disrupting or interrupting others in lessons (talking or whispering over instructions, explanations, discussions or silent practice)
- 2. Disobeying a teacher
- 3. No home learning
- 4. Note passing
- 5. Eating/drinking in no food areas
- 6. Hesitating in handing over confiscated items
- 7. Chewing gum
- 8. Not following instructions or school rules outside the classroom

3. **On Call** is removal from lessons to complete work independently and serve a detention. It will occur when 3 demerits are given within one lesson or for defying a teacher. On call lasts for a full school day after the incident. For example, if the on call happens period 3 on a Tuesday it will finish period 3 the proceeding day

4. **Senior detention** is from 3.30pm – 5.30pm and is given for 3 normal detentions (including detentions given for out of class issues)

7. **Referral** is from 7.45am – 5.10pm and is for at least one day. The numbers of days spent in referral is at the Principals discretion but reasons for being placed in referral may include:

- 1. Failing to attend lunch time or after school detention
- 2. Failing to complete Senior detention
- 3. Serious misconduct
- 4. Severe refusal to follow instructions
- 5. Arriving to school in incorrect uniform or with inappropriate hair style
- 6. Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking)
- 7. Discrimination or prejudice towards another pupil
- 8. Major incident, or damaging the Academy's reputation
- 9. Possession of forbidden items
- 10. Disrespectful behaviour towards a member of staff
- 11. Receiving 6 or more detentions in a day
- 12. Multiple oncalls in one day
- 13. Failing to attend compulsory homework club



14. Extremely poor reactions
15. Searing – verbal or written

Pupils who go into referral after 1pm will complete a full day of referral the following day.

Pupils who are added to referral for uniform or haircuts finish the school day at 3.15pm

Referral starts at 7.45am and ends at 5.10pm. If pupils are late, they make up the time after school until 6.00pm, with 3 minutes every minute they are late. Pupils are provided with a workbook covering all subjects and reading during this time in referral. Pupils are provided with a packed lunch. In order for students to return to lessons a reintegration meeting must take place with a member of the leadership team or Head of Year and the pupils parent.

The pupil will remain in referral until that reintegration meeting is scheduled.

8. Fixed Term Exclusion

External exclusion is at the discretion of the Principal and can include but is not limited to the following:

1. Breach of school rules
2. Persistent disruptive behaviour
3. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
4. Extreme defiance
5. Extreme rudeness
6. Theft, blackmail, physical violence, threatening behaviour, smoking, intimidation, racism, bullying including cyber bullying
7. Misconduct of a sexual nature
8. Inappropriate use of social media and/or technology
9. Damage to property, vandalism, graffiti
10. Use of discriminatory language
11. Sexual harassment
12. Sexist, Racist or Homophobic abuse

9. Permanent Exclusion

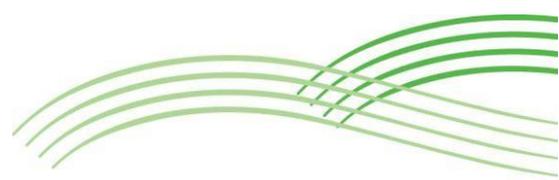
If Permanent Exclusion is deemed appropriate following repeated use of FTE, parents will be invited into the school for a permanent exclusion meeting with the Principal, representatives from SLT, and 3 Governors.

Permanent Exclusion paperwork fully documenting issues and actions taken will be presented.

Exceptions to the FTE Staged Procedure

There will be, however, exceptional circumstances where in the Principal's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence.

- a) Serious actual or threatened violence against another student or a member of staff;



- b) Sexual abuse or assault
- c) Sharing, supplying or in possession of an illegal drug
- d) Carrying an offensive weapon (for advice on what constitutes an offensive weapon, see School Security – Dealing with Troublemakers – Chapter 6 (see related documents). Schools now have a power to screen and search students without consent for prohibited items.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

