

**Tenbury High Ormiston Academy**

# **Behaviour for Learning Policy**

**Updated January 2020**



**TENBURYHIGH**  
ORMISTON ACADEMY

Approved by the SLT under powers delegated by the Governing Body: LGB meeting 13<sup>th</sup> December 2018

Review period: Updated January 2020

## **Aims**

At Tenbury High Ormiston Academy we believe that all pupils have a right to learn in a happy, caring and supportive environment. This should enable every young person to achieve their full academic potential, whilst developing confidence as well as the social and emotional skills to succeed in all aspects of academy life and beyond.

We recognise that Pupils can only reach their potential if standards of behaviour are consistently high, and if pupils' learning is not disrupted by the behaviour of others.

## **Core Values**

The core values underpinning the behaviour for Learning Policy at Tenbury are;

- A praise and reward system that consistently rewards and celebrates pupil success
- A consequences system which is transparent, fair and consistently applied by all staff.
- Restorative practices – Both staff and pupils understand the importance of dealing with behaviour in a way that allows all parties to reflect on a situation and decide on what needs to be done to put a situation right.
- Rights and Responsibilities – All pupils have a right to expect high quality learning and teaching, positive supportive relationships, with staff acting as role models, as well as having a variety of opportunities to participate in a broad range of extra curriculum activities. The academy actively encourages pupil voice and leadership opportunities. Pupils are also expected to take responsibility for their behaviour and its impact on their own learning and others.
- Respect – Relationships are based on mutual respect, tolerance and understanding, bullying and discrimination will not be tolerated at the academy.
- Inclusion – We recognise that pupils require additional support for a range of individual needs; we offer a fully inclusive provision through a range of interventions
- Staff presence – academy staff are available and present in corridors/classroom doorways before/at the end of lessons and during social time, including before and at the end of the academy day. These measures eliminate low level behaviour escalating as well as helping pupils feel safe and monitored.

## **Praise and Reward**

In order for our pupils to achieve their potential they need to feel safe, secure and have a positive self-image. A young person will thrive if they know that what they do is acknowledged by others through praise and reward. Fundamental to our ethos at Tenbury is a 'Praise Culture' involving both positive language and positive relationships. We ensure that our pupil's achievements are continually recognised at every possible opportunity, through the following;

- Reward system – positive behaviour points and achievement awards on SIMs & Edulink, house certificates; Bronze, Silver and Gold merit certificates
- SLT awards
- End of term teacher praise certificates
- Verbal praise in lessons and around academy
- Positive telephone calls home
- Certificates and Prizes on Evenings/days to Celebrate Achievement and attendance
- Praise Assemblies
- Awards to recognise outstanding attendance
- Non-uniform days to recognise outstanding attendance
- Prom celebrations

**Consequences Ladder and sanctions (available at the back of this policy and displayed in classrooms)**

At Tenbury we believe that all pupils should be given an opportunity to reflect upon their behaviour in order to move forward positively. This process also gives pupils the opportunity to take responsibility for their actions, acknowledge its impact on themselves and others, whilst encouraging responsible citizenship. It also aims to develop individual social, moral, spiritual and cultural awareness. This is achieved through using both restorative practices and the consequences ladder.

Information regarding the behaviour record for an individual pupil is logged on SIMS. This information will be used to ensure that individualised support is given to pupils at an early stage to remove barriers to learning.

**Behaviour Interventions**

There are a range of behaviour interventions used by staff at Tenbury High. This is not an exhaustive list but an example of successful interventions.

- Time out cards/tools to enable “time out”
- Form tutor involvement and monitoring
- DoL involvement
- High expectations
- Report cards (SIMS)
- Parent/carers meetings and phone calls

- Use of parking timetables
- Use of appropriate sanctions
- Seating plans
- Setting
- Use of teacher relationships
- Matching classroom teacher to behavioural need of group
- Further bespoke strategies

### **Detentions**

Detentions occur daily at lunchtimes and are supervised as part of the duty rota. All teachers should use this sanction as appropriate according to the sanctions ladder. Detentions are logged on SIMS. Teachers need to be responsible for ensuring their pupil attends.

### **Permanent exclusion**

See also the Academy Exclusions Policy

There are certain circumstances where the Principal will permanently exclude a pupil from the academy in order to ensure the safety and welfare of others. This includes in instances of;

- Serious actual or threatened violence/extreme verbal abuse against another pupil or staff
- Persistent disruption or defiance that compromises the safety of themselves and others
- Possession/supply of drugs
- Possession of a weapon
- An individual incident which is deemed so serious that it warrants permanent exclusion

### **Fixed Term exclusion**

Where the Principal regards a pupil's behaviour as so serious as to require a more serious sanction, a fixed term exclusion will be given. This action requires a pupil to be kept at home by parents/guardians, with work provided by the academy for a period of between 1 and 5 days in length. A restorative reintegration meeting with parents will be required prior to the pupils return to the academy to discuss the reason for the exclusion and how the pupil will be supported, as well as expectations regarding future conduct on a pupil's return to the academy

### **Parking timetables and arrangements**

Each faculty operates a faculty parking timetable to deal with instances where learning is disrupted due to a pupil's behaviour and a period of reflection/further action is required. These timetables are displayed in each classroom.

As an academy we expect our pupils to take responsibility for their actions and therefore any incident requiring parking will have an automatic after academy detention.

### **Academy/Home Agreement**

The academy considers it vital that there are strong links between the academy, pupils and parents/carers if pupils are to make progress. The home/academy agreement sets out the entitlement and responsibilities of each within this partnership and there is a requirement that it is signed by all.

### **Uniform**

All pupils are required to follow the academy uniform code. Any pupil not in the required uniform will attend a detention and will be expected . Where there is a valid reason for a pupil to not follow the academy uniform code, a note will be required from parents/carers.

### **Searches and Confiscation of prohibited items**

In order to ensure the orderly running of the academy the Principal will also allow designated members of staff to search (using reasonable force when conducting a search without a pupil's consent) for the following prohibited items;

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers, fireworks, vapes, electronic cigarettes
- pornographic images
- article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil)

Any items confiscated from a pupil which are illegal will be passed to our community police officer to dispose of.

Other items will be secured safely for parents to collected following a discussion with staff as to how a pupil can be supported further by the academy

Academy staff can also search a pupil for any item which may interfere with the orderly running of the academy with their verbal consent under the Academy Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.

### **Unacceptable behaviour outside the academy**

Community partnership and cohesion is extremely important at the Tenbury academy. We expect pupils to take responsibility for their actions outside of the academy; we also have a legal right to discipline pupils for misbehaving outside of the academy premises under Section 89(5) of the Education and Inspections Act 2006

All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy consequences ladder.

This will include any unacceptable behaviour when a pupil is:

- taking part in any activity organized by the academy
- travelling to or from the academy
- wearing academy uniform
- in some other way identifiable as a pupil at the academy
- could have repercussions for the orderly running of the academy or
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the academy

### **Attendance and punctuality to the academy**

Pupils are expected to attend the academy every day in order to maximise learning and ensure the required progress is made.

If a pupil is absent from the academy a member of the attendance team will contact parents/guardians to discuss reasons for your child's absence.

As an academy do not authorise any holiday leave from the academy as this counts as missed learning time and impacts on a pupil's progress.

The academy day starts at 9.00, all pupils should arrive at the academy for 8.50 to ensure they arrive promptly to lessons.

If a pupil is late to the academy, they will be required to report to the late desk in reception, where they will be issued with a detention.

Parents will not be notified of this detention unless a pupil is late on several occasions and there is a concern that the pupil will not make progress due to lost learning.

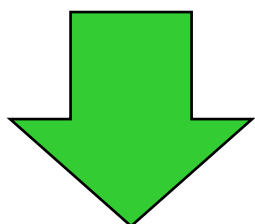
Failure to attend an academy detention will result in an after academy detention on a Friday afternoon, which parents will receive notification of by letter or text via the office and DOL. This will be supervised by a DOL.

If a pupil is late to lessons, without a valid excuse during the academy day, their form tutor will record the number of minutes late and will issue them with a lunchtime detention

The academy detention policy aims to ensure that pupils understand the importance of punctuality, both to the academy and to lessons, and the value we place on ensuring that pupils make progress and are not disadvantaged as a result of lateness.

# REWARDS

<b>R1</b>  <b>Praise</b>  <b>Verbal praise</b>	<ul style="list-style-type: none"> <li>• Positive contributions in lesson or guidance time</li> <li>• Consistently good effort</li> <li>• Good piece of work (classwork/ homework)</li> <li>• Engagement in lessons is good</li> </ul>
<b>R2</b>  <b>Merit</b>  <b>Logged on SIMS</b>	<ul style="list-style-type: none"> <li>• Correct equipment all week (planner completed and used)</li> <li>• High level of engagement in lesson classwork/ homework shows care and attention.</li> <li>• Work is always completed by the deadline</li> <li>• Self-motivated and makes a positive contribution to class learning</li> <li>• Uses feedback given by the teacher to improve learning</li> <li>• Shows respect towards all members of the academy</li> </ul>
<b>R3</b>  <b>House certificate</b>  <b>Certificate awarded in a house assembly</b>	<ul style="list-style-type: none"> <li>• Makes every effort to ensure others learn</li> <li>• Engagement in lessons is excellent</li> <li>• Every effort to extend homework is made</li> <li>• Makes use of/participates in extra-curricular activities</li> <li>• Is highly self-motivated and will use initiative to seek to extend learning</li> <li>• Exceptional contribution to class learning</li> <li>• Uses feedback given by the teacher to make higher than expected progress</li> <li>• Shows respect towards all members of the academy</li> </ul>
<b>R4</b>  <b>Positive letters, faculty postcard/certificate, phone calls, text messages</b>	<ul style="list-style-type: none"> <li>• Exceptional performance or improvement – academic and enrichment activities</li> <li>• Being a good citizen</li> <li>• Outstanding / improved attendance each half term</li> <li>• 100% attendance in a term / academic year</li> </ul>





# CONSEQUENCES - supporting pupils to be the best they can be

Level of sanction	What the pupil does	How the teacher responds
C1 Verbal warning during the lesson	<ul style="list-style-type: none"> <li>Inadequate work (not enough done)</li> <li>Poor behaviour for learning – not being focused, disturbing others, chatting instead of learning, turning round.</li> <li>Lack of basic equipment, including PE kit</li> <li>Forgotten homework</li> </ul>	<ul style="list-style-type: none"> <li>Speak quietly to the pupil during the lesson/at the end</li> <li>Help them understand the impact of their behaviour and what you expect of them next time – restore the relationship ready for a clean slate</li> <li>Move pupil within the lesson</li> <li>Inform the tutor of missing equipment so it can be addressed the next day</li> <li>Give second homework deadline for next day</li> </ul>
C2 Discussion at break or lunchtime	<ul style="list-style-type: none"> <li>Continuation of the action that led to verbal warning and moving within lesson.</li> <li>Second incidence of forgotten homework</li> <li>Tampering with academy equipment</li> <li>Unauthorised lateness</li> <li>Health &amp; safety issues (such as throwing things in class)</li> </ul>	<ul style="list-style-type: none"> <li>Move pupil within the lesson</li> <li>Contact form tutor for support sourcing equipment</li> <li>Keep the pupil back at the end of the lesson or ask them to come and see you at the next break when they will complete the homework</li> <li>Talk about the specific aspect of their behaviour that you want them to stop.</li> <li>Help them understand the impact of their behaviour and what you expect of them next time - restore the relationship ready for a clean slate</li> </ul>
C3 Call home	<ul style="list-style-type: none"> <li>Repeatedly (2-3 times) forgetting of homework or equipment despite C2 warnings</li> <li>Repeatedly (over 2-3 lessons) refusing to follow instructions despite C2 warnings</li> <li>Lateness to academy or Guidance Time (2 times in 1 week)</li> </ul>	<ul style="list-style-type: none"> <li>Call home and explain to parents; request parental support with the issues arising</li> <li>Chat through any mechanisms of support or intervention you can offer</li> </ul>
C4 Whole School detention Mon/Weds/Fri	<ul style="list-style-type: none"> <li>Unwanted behaviour is repeated and has escalated beyond C3 – all steps have been followed up to C4</li> </ul>	<ul style="list-style-type: none"> <li>Continue with restorative conversation with pupil and teacher to ensure a clean slate next time</li> <li>Book pupil into whole school detention during which time incomplete homework to be completed.</li> <li>DoL or HOF to put pupil onto report</li> <li>Inform Faculty lead AND DOL of detention action</li> <li>For homework detentions: teacher to meet the pupil in the detention to check they are doing the homework they should be doing (pupil will need to know what the work is they are expected to do in the detention)</li> </ul>
C5	<ul style="list-style-type: none"> <li>Unsafe behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Use the parking timetable and remove the pupil. Follow the guidance attached to the</li> </ul>

Parking – within one lesson (see accompanying parking protocols)	<ul style="list-style-type: none"> <li>Continually disrupting the learning of others</li> </ul>	<p>parking timetable.</p> <ul style="list-style-type: none"> <li>After school detention for being parked to be booked via the DOL</li> <li>Phone call home from class teacher to explain what happened</li> <li>Restorative conversation with pupil and teacher to ensure a clean slate next time</li> </ul>
C6 After school detention (This will be requested by the HoF or AB to DoL) AB to make the calls	<ul style="list-style-type: none"> <li>Bullying of another pupil</li> <li>Downloading or viewing of inappropriate material</li> <li>Smoking by association</li> <li>Non-attendance at school detention</li> <li>Repeated unauthorised lateness or poor standard of uniform</li> <li>Parking incident</li> <li>Three whole school detentions in one week</li> </ul>	<ul style="list-style-type: none"> <li>Inform DoL and AB of the detention</li> <li>DOL led intervention to follow after school</li> <li>AB will call home and arrange detention with parents</li> <li>Written apology to teacher required and to be facilitated by the DOL during the detention as a form of restorative work between the pupil and the teacher</li> </ul>
C7 SLT or DoL call out (leading to isolation, external isolation or fixed term exclusion)	<ul style="list-style-type: none"> <li>Smoking</li> <li>Truancy from academy or lessons</li> <li>Repeat / frequent attendance at after academy detention/repeated low level disruption</li> <li>Physical violence towards another person</li> <li>Verbal abuse towards a member of staff</li> <li>Indecent behaviour and deliberate use of racist, sexist language or LGBT discrimination or abuse</li> <li>Causing physical damage to academy property</li> <li>Continued low level of disruption that is either unsafe or preventing others from learning</li> <li>Indecent behaviour</li> <li>Damage to academy property</li> </ul>	<ul style="list-style-type: none"> <li>DOL to decide upon isolation and communicate it clearly with isolation duty staff</li> <li>Principal to decide on FTE and duration</li> <li>Pupil booked into isolation on Tuesday or Thursday – follow reflection room protocols</li> <li>Letter of apology and restorative conversation to be done/had during final hour staff by middle leader</li> <li>Following FTE, integration meeting to be conducted by Principal/VP with DOL . Actions agreed to prevent behaviour happening again. Action plan stored in pupils' linked documents.</li> <li>DOL decides upon type of community service to the school and parents contacted</li> <li>Possible charge for damage</li> </ul>

## Appendix 1

### **Parking protocols (Please use alongside parking timetable)**

Parking should be used as a last resort, when a pupil's behaviour is unsafe and / or the learning of others is being continually disrupted as a result of poor behaviour

If behaviour escalates to this point, ensure warnings are clear and specific and supported by a visual warning to accompany the verbal eg. write pupil name on the board and use 3 strikes. Follow consequence ladder steps C1-C5 before parking a child unless behaviour escalates very quickly. Then try moving the pupil within the class.

If poor behaviour continues – contact the Head of Faculty and park the pupil with the agreed member of staff for that lesson. (see timetable)

**Please note, a pupil should only be parked if their behaviour is a danger to others or the learning of others is being disrupted and prevented.**

If assistance is needed to escort the pupil to be parked, please call Mrs Brittain on 126 or the office on 200. An alternative number is Mrs Sheppard on 204. They will contact a DoL, HoF or member of SLT who is available.

**Pupils must not be parked with Mrs Brittain.**

If the pupil is seriously disruptive the pupil may need to be parked with a DoL or member of SLT for the rest of that day.

*Please **do not** leave a pupil standing in a corridor for long periods.*

*Please **do not** send pupils to make their own way to DoLs or SLT.*

*Please **do not** send pupils to Mrs Brittain.*

At the end of the lesson, or following a cool off period, the pupil should be returned to the class teacher where a restorative conversation must take place to ensure a clean slate the following lesson.

**Three things must happen following a parking incident:**

1. A restorative conversation with the pupil and class teacher facilitated by the member of staff with whom the pupil is parked.
2. A phone call home explaining why the pupil was parked and a discussion around how to prevent this happening again.
3. An after school detention organised by AB and the DOL informed of the incident.