



SBL
SIR BERNARD LOVELL
ACADEMY

Behaviour Policy

(READY TO LEARN)

2018 >> Term 1 onwards

Audience: Students, Staff and Parents



WELLSWAY
MULTI ACADEMY TRUST

Introduction >>

Our aim is to establish the highest possible standards of behaviour at SBL Academy. This is important so that the Academy is always a warm, caring, friendly and happy place where learning can flourish and so that students can go on to meet their future ambitions.

Students' behaviour around the Academy should be of a very high standard; every lesson should be characterised by a clear, focus on learning, student growth and development, free from distractions. Every student and every member of staff should be able to feel relaxed and happy; confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits so that students are well prepared for adult life when they leave SBL.

Our Behaviour for Learning system has been developed by learning from the best practice in different academies across the country. It is based on the principle that, once students know the expectations and the consequences, they can make the right choices for themselves and for others. When students thrive at Academy and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humor, respect and warmth.

We have an ambition to work with parents/carers to ensure that the experience of each student at SBL is excellent and that students are well-developed, socially skilled, intelligent, confident and well-rounded young people ready to take advantage of the many opportunities available to them in our local, national and wider community.

This policy should be read in conjunction with the following policies:

- Anti Bullying
- Safeguarding
- SEN
- Equalities
- Attendance
- Teaching and Learning

Our Vision >>

“Building aspiration through great learning”

At SBL, each young person will be encouraged and supported to aim high and achieve her/his ambitions. High quality teaching, a well-ordered environment and a rich curriculum will ensure that each individual enjoys a positive and fulfilling experience that will set them up for success in life. Their progress will be enhanced further through the wide range of enrichment opportunities they will experience and from the personalised and effective support they will receive.

‘Through **cooperation, honesty** and **effort**, all SBL students will learn and develop **positivity** and **resilience** that will help them to grow in **confidence** and achieve the highest possible aspirations for their futures’

At the heart of our community lie the fundamental values of respect and tolerance. Sir Bernard Lovell Academy is a community where each person is valued as a unique individual and where individual difference is celebrated. We will work together to challenge discrimination and to promote the importance of respecting the beliefs and practices of others.

We aim to have an Academy where all students and staff are able to learn and to teach in a safe, calm, happy and supportive community. We will maintain this by:

- Regularly communicating a clear set of expectations with students
- Recognising and rewarding every student that regularly meets the academy’s expectations
- Having a robust set of systems implemented consistently by every member of staff
- Engaging parents in the process of raising the standards of behaviour for learning

As a comprehensive intake academy, we know that a minority of students will always find it difficult to meet our expectations with consistency. We will always try to meet their needs, enabling them to make a positive contribution at SBL.

All students are expected to display behaviours, which show a respect for their learning and the learning of others. This includes arriving for lessons on time and being equipped for learning. In class students are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. Students who display positive learning behaviours will receive praise and recognition.

SEND >>

No sanction should ever discriminate against an individual or group of students.

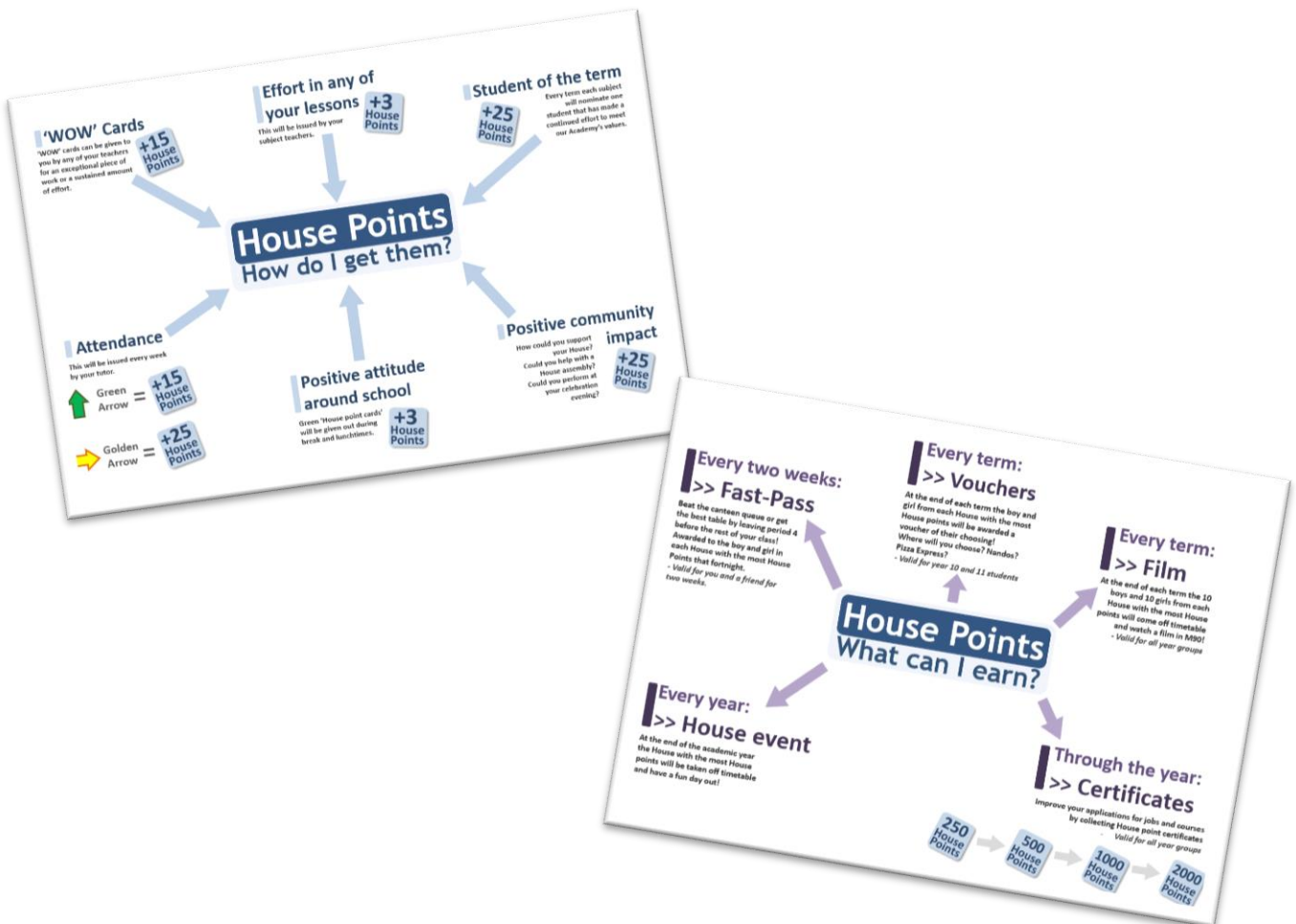
When issuing a sanction, staff will be aware that they discriminate if:

- It treats a disabled student or prospective student less favourably than another for a reason related to their disability and without justification
- It fails, without justification, to take reasonable steps to avoid placing disabled students at a substantial disadvantage. This is often known as the 'reasonable adjustments' duty.
- The Academy's actions could be challenged at, for example, a SEN and Disability Tribunal.

Recognising when students get it right >>

A successful behaviour system must have a positive core. We operate a comprehensive rewards system through awarding House Points and positive acknowledgements in various ways. We celebrate achievement in all its forms – including academic success, extra-curricular engagement and service to the community. We will acknowledge and celebrate all students who receive high numbers of House Points throughout the year, this recognition happens in a number of ways including phone calls, postcards, letters and invitations to celebration evenings at the end of the academic year.

The posters below are displayed around the school and show students how House Points are awarded and what they can earn:



Summary >>

Ready to Learn is a whole school behaviour and learning policy which covers all aspects of school life. All consequences are given through a central school system and are carefully monitored by the Pastoral Team, Behaviour Manager and senior staff.

The aims of Ready to Learn are:

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to **take responsibility** for their own actions
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural consequences

Ready to Learn is a whole school system which relies on all staff using it in a fair and consistent way.

No other consequences for behaviour can be used.

Rules >>

Rules are broken down into 3 areas:

- Rules in the classroom
- Rules around school
- Rules relating to serious incidents

Rules in the classroom >>

- **Show you are ready to learn** (by starting promptly and continuing to work to the best of your ability)
- **Arrive to all your lessons on time** (within 3 minutes of the bell)
- **Sit where you are told**
- **Listen respectfully when others are talking**
- **Keep off-task conversations for social times**
- **Work in silence when an adult asks you to**
- **Allow others to learn** (do not distract people)
- **Stay in your seat**
- **Don't eat or drink** (only water is allowed in lessons – nil by mouth in science)
- **Speak to others with respect**

During each lesson:

If you break one of these rules, an adult will tell you that you have a “warning” and your name will be written on the RTL board. If you break a rule for a second time, you will be sent to the Isolation Room for 5 lessons, including spending your break, tutor & lunchtime in isolation and your parents or carers will be contacted. You will remain in the Isolation Room until 3.15pm, the member of staff who referred you will meet with you to resolve the issue and move forward ready for the next lesson.

Parents/ carers will receive a text message from the school if their child is sent to the Isolation Room.

Rules in PE >>

Sending students to the isolation room from PE lessons

The procedure for sending students to the isolation room from a PE practical lesson is different from the normal procedure, due to PE staff unable to connect to the Wi-Fi in many areas.

Each member of the PE team has a mobile phone that is to be used to contact the IR instead of the online system. Once the student has been asked to go to the IR the member of staff will call the IR room to inform them of the following information:

- Name of student
- The 2 reasons that has led to the student being sent to the IR
- The student will go straight to the IR in their PR kit

Each student has been asked to have a partner who will pack up their uniform at the end of the lesson and bring it over to the IR. That student will be issued a card that they can use to explain why they are late to their next lesson.

At the discretion of the staff in the IR, the student will be given the opportunity to change back into their uniform and return to the IR.

Should both students be sent to the IR, their member of staff will bring their uniform across as soon as possible.

What happens if we are teaching off site (Redfield Edge site)

As we are unable to allow a student to return to school on their own, we will remove the student to a safe part of the field and they will then be under IR rules.

At the end of the lesson the student will return to school with the rest of the class, change back into their uniform and then go straight over to the IR.

Their member of staff will phone across to the IR at the end of the lesson and give the following information:

- Name of student
- 2 Reasons the student was sent to IR
- If they have received any IR warnings during the time in which they were removed from the lesson at Redfield Edge.

Rules around school >>

At SBL, we expect each other to behave with respect at all times. That means walking around the school calmly, quietly and respecting each other's space.

Defiance

If a member of staff asks you to do something, you must do it. If you do not immediately do what has been asked, the member of staff will say to you 'This is a reasonable request. Are you choosing not to follow it?'

If you refuse, or if you walk away, you will be sent straight to Isolation for 5 lessons.

Academy Detentions

There are no warnings for these misbehaviors. You will receive an 'Academy Detention' for any of the following:

- Running indoors = 20 minute Academy Detention
- Eating and drinking in banned areas = 20 minute Academy Detention
- Shouting indoors = 20 minute Academy Detention
- Not clearing away your tray in the canteen or dining hall = 20 minute Academy Detention
- Pushing/shoving = 40 minute Academy Detention
- Being out of bounds = 40 minute Academy Detention
- Inappropriate language or attitude = 60 minute Academy Detention
- Hitting or kicking school property = 60 minute Academy Detention
- Dropping litter/throwing food = 40 minute Academy Detention
- Incorrect uniform with no pass from HoH (tutor only) = 40 minute Academy Detention
- Failure to bring correct equipment to school (tutor only) = 20 minute Academy Detention

Late Detentions

- Three or more lates to ANY lesson during a week (period 1 Thursday to period 5 Wednesday) will result in a late detention of 40 minutes on Friday.

This process will be managed by Julie Collins and the Academy Detention system will be used to administer the consequences.

Specialist Equipment

In some subjects (PE and Food Technology) you are required to bring specialist equipment such as your PE kit or ingredients. If you do not bring this equipment the lesson cannot take place and your learning is at risk.

- If you do not bring your specialist equipment your teacher will put a 'K' code in the register. If you get three codes in one term you will be sent to the Isolation Room, this will be tracked by your subject teacher.

The school can support students who are eligible for the pupil premium – please talk to your Head of House.

The following page details the Academy Detention process

Academy Detention process>>

Booked in by teacher on duty



Lead MoS outlines the expectations



Students can read or revise during their detention

Student does not comply



Student sent home



Student referred to the Isolation Room the following day

Student does not attend



Staff to check if student was present in school using SIMS



If student is not in school manually rebook them



2 x missed detentions = Isolation Room

Rules relating to serious incidents >>

These are incidents which may warrant a parental meeting, Isolation, fixed term exclusion, a governors' warning, or permanent exclusion.

See next page for the notifications process.

Defiance (refusal to carry out a reasonable request or walking away from a member of staff.)	Students should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?" There must be no negotiation. If a student does not immediately comply with your request, he or she should be sent straight to isolation. <i>Remember to complete the referral ASAP</i>
Truancy or wandering for 10 minutes or more during a lesson.	Students may only be out of lessons with an exit pass. If a student breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to the Isolation Room for 5 lessons.
Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none"> • Pushing past staff • Swearing at staff • Rudeness and name calling
Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> • Fighting • Threatening behaviour
Possession or use of alcohol or drugs	This is against the law, and may result in permanent exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school, and will result in a fixed term exclusion.
Deliberate damage to or theft of property	This may include: <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the school toilets
Smoking	Smoking is not permitted anywhere on the school site. If a student is seen smoking or has the clear intent to smoke on the school site, this will result in a referral to the IR and/or a fixed term exclusion.
Bullying or prejudicial language directed at another person	This may include: <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites.

Guidelines for giving warnings in lessons >>

A common language

It is essential that warnings are given in a consistent way across the school, by all teachers, including cover and guest teachers. Staff should always try to use language to de-escalate situations: 'Language to engage not to enrage'.

It is also important that all staff use a common language when giving warnings.

For example:

"John, I'm giving you a warning as you are talking and not RTL. You need to be RTL for the rest of the lesson"

"John, you are talking over me. You are not RTL; that's a warning."

"John, you are having an off-task conversation. You are not RTL; that's a warning."

"John, you need to go to Isolation. You had a warning and now you are talking over me. Please make your way to G3."

Making expectations clear

Starting lessons

It is normal that students may walk in to a lesson and still be finishing a conversation that they started on the way there. It is essential, therefore, that all students know that the adult taking the lesson is ready to start and that the students must therefore be ready to learn.

To make this crystal clear for students, staff may wish to indicate the lesson is starting by saying:

"I'm expecting you now to be RTL in 5... 4... 3... 2... 1." Thank you.

Establishing silent work

If you want students to work in silence, this should be communicated very clearly to students. For example:

"We'll now be working in silence for 20 minutes. If you talk or make a deliberate noise during that time, you will receive a warning".

Countdowns

Countdowns are a very good way of indicating to students that you want them to be silent and to listen, and it is recommended that all staff use them. As soon as staff get to '1', warnings must immediately be given to any student still talking.

Ensure you are very clear about what you want to happen at the end of the countdown.

Forewarning

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should forewarn students that they need to get ready for that. For example:

"[Over student discussion] 30 seconds left... 20 seconds... 10 seconds...5...4...3...2...1"

Guidelines for giving warnings in lessons >>

Instant Warnings

Once expectations are clear, if students show that they are not ready to learn, they should be given an instant warning. For example, if you are talking, and a student talks over you, they must immediately be given a warning, with their name written on the board. It will lead to significant inconsistency if some staff choose to 'remind' students that, for example, 'next time you will get a warning'.

If a number of students have got something wrong, because you think you didn't make your initial expectations clear enough, then you should issue a whole-class **collective reminder**.

- Student arrives 3+ minutes late
- Student talks over someone else
- Student talks during silent work
- Student puts their head on the desk
- Student actively refuses to work
- Student talks off-task
- Student eating or drinking (other than water)
- Inappropriate language or attitude

Instant warning
written on the
RTL board

Collective reminders

Sometimes, an adult may wish to draw attention to the 'Ready to learn' rules, without giving a warning to a particular student. In such situations, a collective reminder to the whole class would be more appropriate.

For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say,

"I'd like to remind everyone that off-task conversations are for social times. I don't wish to have to give anyone a warning about this."

No 'machine-gunning'

Once you have given a warning, you should not give a second warning within 30 seconds of the first. For example, if a student disagrees with you or argues with you about the warning, then you tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to send them to the Isolation Room. For example:

"It wasn't me, it was him. It's not fair..."

"Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to send you to the Isolation Room."

This approach turns it back on the student to make the choice. It would also help if you then turn your attention back to the lesson to give the student time to consider their response.

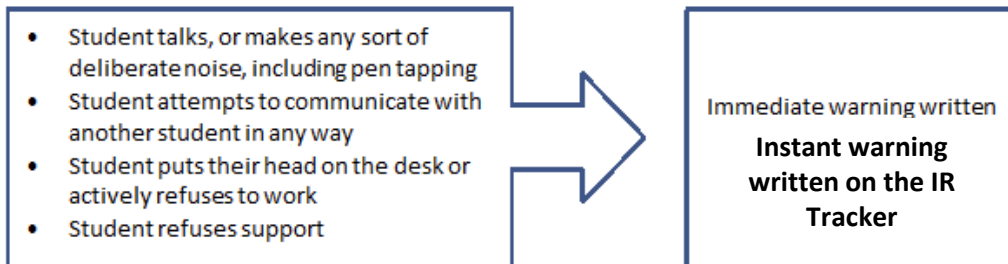
Silence usually means acquiescence.

Rules in the isolation room >>

Students must work in silence at all times, in 'exam conditions'. If a student shows they are not 'Ready to Learn' in the Isolation Room, then they must immediately receive a warning. If they show this again they must receive a second warning. At this point, the administrator will contact home to alert the parent or carer that their child is on their last warning and will be excluded if they disrupt again. If they receive a third warning they will be excluded for the rest of the day and will be required to serve 5 periods in the Isolation Room on return.

The Isolation Room will have the same rules as an examination, with two important exceptions:

1. Students are allowed to ask for help
2. Students must continue working



Arriving in the Isolation Room

Students must arrive in the Isolation Room within 5 minutes of when the class teacher's referral was sent. If they do not, they will be excluded for that day and on return will still serve their remaining time (5 periods) in the IR.

Exceptions to staying in the Isolation Room

A student must not be allowed out of the Isolation Room to attend a normal lesson, including a lesson to complete coursework. A student may only leave the Isolation Room if they have:

1. A public examination / NEA & Controlled assessment
2. A literacy, numeracy or behaviour intervention
3. A pre-arranged appointment out of school
4. A learning visit that is an integral part of an examination course

If a student is not permitted to leave the Isolation Room for a school trip we will make everyone effort to refund costs

Rules in the isolation room >>**Isolation room >> Timetable** *2018-2019*

Time	Activity
8:45 → 10:40	SCIENCE
10:40 → 11:00	BREAK
11:00 → 12:45	MATHS HUMANITIES <i>(by request)</i>
12:45 → 13:20	LUNCH
13:20 → 15:00	ENGLISH

Managing fixed term exclusions >>

Fixed Term Exclusion Clarifications:

When the Principal makes the decision to exclude a student the duration of the exclusion will be established on a case by case basis. Examples of outcomes are listed below:

- If a year 10 or year 11 student is FTE'd they can walk home with direct parental consent, please record this consent in the comment box in SIMS
- If a student receives 3 warnings in the isolation room they will be excluded for the rest of that day, when they return they will go straight to the isolation room until 15:55.
- If a student is excluded from the isolation room during period 5 they will be excluded for the rest of that day and the following day, when they return they will go straight to the isolation room until 15:55.
- If a student refuses to go to the isolation room they will be excluded for the rest of that day, when they return they will go straight to the isolation room until 15:55.
- If a student refuses to go to the isolation room during period 5 they will be excluded for the rest of that day and the following day, when they return they will go straight to the isolation room until 15:55.

Consequence Stages

Students' sanction stages will be recorded on a central record. Sanction stages are monitored and reviewed over a 7 week rolling cycle. Serious incidents may result in the pastoral team placing a student on a stage which is felt appropriate by the Academy.

1

Trigger:

- 3 IR referrals (from lesson)
- 2 FTEs
- 2 Serious incidents

Action / Intervention:

- Stage 1 letter home
- Behaviour strategies added to student's Mintclass profile
- Teachers updated at staff briefing
- Behaviour support sessions with our behaviour manager
- Positive report card – check by the student's tutor



2

Trigger:

- 6 IR referrals (from lesson)
- 4 FTEs
- 4 Serious incidents

Action:

- Stage 2 letter home
- Full behaviour plan
- Meeting with parents to discuss and sign behaviour plan
- Add more detail to student's Mintclass profile
- Teachers updated at staff briefing

Intervention:

- Report card to Head Of House
- Peer mentor
- Learning observations by SEND team
- More frequent behaviour support sessions
- Intervention Move
- Adapted timetable
- Tutor / house move
- SAF & action plan



3

Trigger:

- 10 IR referrals (from lesson)
- 7 FTEs
- 7 Serious incidents

Action:

- Stage 3 letter home
- Review behaviour plan
- Meeting with parents to discuss and sign behaviour plan
- Update student's Mintclass profile
- Teachers updated at staff briefing

Intervention:

- External behaviour mentoring
- Longer intervention move
- Wider timetable change
- Alternative provision
- Other:



Manged move via High Risk Group (ATE Phase 3)