



St. Edward's Church of England

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Behaviour for Learning – Policy

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1. Introduction

What is Behaviour?

Behaviour is the way we act and respond to people and to situations in which we find ourselves.

Good behaviour is a necessary condition for effective teaching and learning and for pupils to make progress. Poor behaviour blights the learning and, possibly, the life chances of pupils. For any Academy to operate successfully, therefore, we need agreed standards of behaviour which are well known to pupils and to parents, and which are applied consistently and fairly by all staff. At St. Edward's, we expect high behavioural standards of all pupils, supported by our parents. Our positive behaviour policy involves taking any children who may misbehave from where they are and helping them to find socially acceptable alternatives. At the same time, the policy needs to recognise that most of our pupils behave well and need to be supported in continuing to do so. Our ideal, therefore, is to achieve positive behaviour for all as reflected in the following quotation from the Ofsted Inspection Schedule Guidance:

"Where behaviour is good, most pupils show by their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem, self-discipline and adhere to standards of behaviour which contribute to effective learning."

Academy's Aims and Principles

In line with "Every Child Matters", our over-arching aim is to create a happy, welcoming and secure environment in which children can develop confidence, enjoy learning and achieve their potential through positive contributions both in and beyond our Academy. They should be able to show their individuality, be mentally and emotionally healthy, feel secure and form good learning habits which will assist their future economic well-being.

The Academy's Mission Statement is 'To create a centre of creative teaching and learning excellence, with high standards and expectations, that promotes skills for life and celebrates achievement, participation and well-being for all'. As a Church of England Academy, an important principle of our code of behaviour is that we should treat each other as we ourselves would wish to be treated.

2. Expectations

a) Expectations of staff

St. Edward's Behaviour for Learning Policy (B4L) is the shared responsibility of **all** rather than of any one individual or group, such as the pastoral staff; it involves the Governors, staff, pupils and parents together. We have high expectations, and everyone in the Academy community is responsible for behaviour – their own and that of others. The policy has also to conform to legal requirements as detailed in "The Education and Inspections Act 2006" which came into force in April 2007. Overall, our B4L policy is intended to promote respect, to prevent bullying, prejudice and racism, to ensure that pupils complete assigned work, to provide a working atmosphere which allows others to learn, feel safe and to sustain good behaviour. In this way, we seek to live up to our Academy motto of "Learn for Life". All staff are expected to meet the criteria as set out in the 'professional standards' document published by the government and this forms a part of ongoing performance appraisal.



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Academy Ethos

All adults encountered by the pupils at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, since the example set by adults has an important influence on pupils.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Create positive, effective relationships with one another, parents/carers and of course, individual pupils
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Uphold the Christian ethos of the Academy by ensuring fair treatment for all regardless of age, gender, race, ability and disability
- Show an appreciation of the efforts and contribution of all

b) Expectations of Pupils

The Academy aims to seek “to encourage and expect from each pupil the very best in personal achievement, attitude and behaviour, and thereby to prepare them for the opportunities, responsibilities and experiences of life both now and in the future”.

Our expectations of pupils’ attitudes and behaviour are founded on Respect and this may be summarised as:

- Self-respect and self-esteem - this includes showing a commitment to try their very best in all that they do
- Consideration and respect for others and of their right to learn, demonstrating politeness and good manners
- Respect for property and the environment
- Regular attendance and punctuality

c) Expectations of Parents and Carers

In order for a young person to achieve their potential it is vital that an effective relationship exists between the Academy and home and it is one where an open dialogue exists. Schools and Academies are required to have, and to ask parents to sign, the **Home School Agreement**, which outlines the responsibilities of the parent and the Academy.

Government guidance states that:

1. Parents and Carers are under a legal duty to ensure that their child receives a suitable full-time education and that they attend regularly and punctually
2. Parents and Parents and Carers have a clear role in making sure that their child is well behaved at the Academy

If Parents / Carers fail in their duty to do either of the above then they may be asked by the Academy or the Local Authority to sign a parenting contract or a court-imposed parenting order.



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3. Promoting Positive Behaviour – Rewards

a) **General Praise**

All the evidence confirms that pupils achieve more, are better motivated and behave well when teachers commend and reward their achievements and emphasise their potential rather than focusing on their failures and shortcomings. Latest guidance recommends a ratio of rewards/sanctions of 15:1. To achieve this, all staff need to take every opportunity to promote, encourage and recognise good behaviour in lessons and around the Academy by praising and rewarding pupils who act considerately and responsibly.

Procedures for praising and rewarding positive behaviour include:

- **Frequent verbal praise** and **encouraging gestures** which instantly recognise or applaud what pupils have done well; for example, entering the room in an orderly manner, following instructions accurately, completing a task well, working hard in a lesson, showing resilience when a task appears difficult or challenging, completing homework on time, being polite and helpful to others
- **A positive sticker or note in the “Student Planner”** to parents giving recognition of positive, co-operative behaviour or improvement in lessons

b) **Merits**

Merits are recorded by staff in each child’s “Student Planner”. These can be awarded for a number of reasons including: work, attitude, effort, good conduct or service that is above what is normally expected of pupils. These positively affirm high standards, recognise success by a child of limited ability, celebrate unselfish behaviour or commend care and concern for others.

At the end of each half term staff are reminded that Merits may be awarded for that half term through a ‘Merit week’ focus.

Form Teachers can also award merits to pupils for these additional reasons:

- The homework planner has been completed correctly and signed by parents for the week
- A pupil has achieved 100% attendance for the week
- A pupil has a clear behaviour record for the week

Certificates are awarded for the following achievements:

Bronze	= 50 merits
Silver	= 150 merits
Gold	= 300 merits
Platinum	= 600 merits

Form Teachers keep a record of merits, after transferring them from Student Planners, and the totals determine the “Form of the Week” celebrated in Year Group assemblies. These in turn contribute to “Form of the Term”, organised by Progress Leaders. Progress Leaders operate a system leading to Bronze, Silver, Gold and Platinum certificates based on the number of merits awarded to individual pupils; certificates are



presented in year or Academy assemblies, together with awards of tokens or writing materials for the different levels achieved. Certificates are worth points that also count towards a pupil's Behaviour Record.

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A reminder of how pupils can achieve Merits and how many points they are worth is displayed in each classroom along with how points may be lost through inappropriate behaviour. These points form one of the criteria of the Reward Activities. (See Appendix ii).

Commented [MB2]:

Pupils' achievement in sport and out of Academy activities are often recognised through **certificates** awarded by the Academy or by outside organisations. These are presented in whole-Academy Celebration assemblies on Fridays and may be displayed by pupils on Achievement Notice-boards in Form rooms.

c) Commendations

Nominations for this award are made by any teacher on SIMS and these are then awarded by the member of the Leadership Team who leads the celebration assembly, as indicated in the worship schedule. Commendations are also worth points that count towards a pupil's Behaviour Record. The Behaviour Record can be viewed by parents on the Learning Platform. **Commendation Letters** are also sent home to celebrate exceptional or outstanding performance by an individual pupil.

A reminder of how pupils can achieve Commendations and how many points they are worth is displayed in each classroom along with how points may be lost through inappropriate behaviour. These points form one of the criteria of the Reward Activities. (See Appendix ii).

- Pupils working with either of the Academy's Learning Mentors who have made sustained improvements may merit a **"Good News" phone call** to parents and/or comment in the Student Planner to recognise and celebrate their achievements
- **Special privileges**, such as early entry to lunch, are awarded to pupils, forms or year groups who have given particular service to the Academy, for example by clearing litter from the grounds or by helping a member of staff with the support of younger pupils over a sustained period
- **Positions of responsibility** recognise the voluntary contributions of pupils, for example as Young Play Leaders, Buddies, Worship, ICT Support Team, Academy Council Representatives and Sports Referees
- The **"Form of the Week"** competition is operated by Progress Leaders to reward the Form in their year group receiving the fewest behavioural referrals. The winning form receives the privilege of sitting on benches during their Year Assembly
- **Celebration and Reflection Boards** in each classroom display at least one achievement from each member of the form on a given theme. At the end of each term, these are judged to specific criteria by a team of pupils and Progress Leaders. The winners are announced in the final full Academy assembly, with prizes and certificates awarded to the winning form, their Form Teachers in each year group.
- At the end of each academic year, the form in each year group with the best points total for good behaviour are given the opportunity to have a **reward trip** and meal with their form teacher and Progress Leaders. There is a cost to this trip and parents are asked to make a voluntary contribution
- At the end of the Autumn and Summer terms, Progress Leaders arrange **Reward Activities** for those pupils who meet the criteria to take part. The criteria can be found in Appendix ii

Commented [3]:



Overall, such recognition contributes significantly to pupils developing their self-respect and self-esteem so that they come to realise for themselves that doing something well can be a reward in itself - the "Feel Good Factor".

4. Procedures for dealing with inappropriate behaviour (Sanctions)

Our expectations of how pupils should behave are clearly set out in our Code of Respect and staff are expected to establish and reinforce clear expectations of good behaviour. Staff should praise what pupils do well. Unfortunately, there will be occasions when pupils do not adhere to this code and choose to behave inappropriately. **There are displays in each classroom indicating what the sanction may be for incidents of inappropriate behaviour.** Naturally, the deduction of points depends on the severity of the incident. (Please see Appendix i). Behaviour points form one of the criteria of the Reward Activities (see Appendix ii).

Where there are incidents of inappropriate behaviour staff need to remind pupils of what the expectations are and calmly explain what they have done wrong so that children learn what the required behaviour is. In this way, good behaviour is taught alongside the subject teaching in the classroom. It is each teacher's responsibility to ensure that the atmosphere in lessons is positive, promoting and encouraging responsible behaviour and learning. Some strategies to assist this process can be found in Appendix viii.

Incidents of inappropriate behaviour are recorded by staff. **This must also be recorded by the member of staff in the pupil's Student Planner.** A summary of a pupil's behaviour record is also available on the Academy's Learning Platform, which can be accessed by Parent(s) / Guardian(s) at any time. Where inappropriate behaviour continues there is a clear structure on how this can be tackled. Once again, this is to try to promote positive behaviour.

The progression of this support is as follows:

Level 1 – The individual teacher and class

Level 2 – Leaders of Learning and other subject colleagues

Level 3 – Progress Leaders, Assistant Progress Leaders and Form Teachers

Level 4 – Assistant Principal

Level 5 – Vice Principal

Level 6 – The Principal and Academy Governors.

Each stage builds on the previous stage's action and referrals; staff from earlier stages will often maintain involvement in the next stage, for example by acting on advice, facilitating or leading the next intervention or by involvement in contact with parents.

This progression is not automatic or exclusive since staff from more than one stage often work together to implement effective resolution. On many occasions, dialogue will be taking place within and across these groups. There can be no clear-cut route to satisfy all eventualities, but cooperation, clear and detailed factual reporting and decisive action will alleviate many problems. Incidents which take place in the classroom should be dealt with by the class teacher (**Level 1**) and, after sustained strategies, then by the Leader of Learning (**Level 2**). If several interventions are still proving ineffective, discussion and liaison with the relevant Progress Leader should follow (**Level 3**). **Levels 4, 5 and 6** are usually applied where there are more serious incidents of behaviour or where previous intervention strategies, including stages 1-3 have proven to be unsuccessful.



Incidents of inappropriate behaviour at break or lunchtime

Where pupils repeatedly display inappropriate behaviour at lunchtime and / or break time a variety of sanctions may be used. These may include lunchtime detention, school detention and / or removal from the yard for a given period of time.

On the rare occasion that a pupil **continues** to display inappropriate behaviour at break or lunchtime, despite these sanctions being used then parents / guardians will be asked to remove their son / daughter from the premises at lunchtime and make alternative arrangements for them.

Before such a sanction is implemented parents will be notified that their son / daughter is moving closer to this sanction being implemented and the duration of the lunchtime exclusion will be stated from the outset.

Attitude to Learning Books

At times it may be necessary to monitor a pupil more closely in an attempt to modify inappropriate behaviour or a lack of effort. In such cases a Leader of Learning or Progress Leader may decide to place a pupil on an 'Attitude to Learning' book. Although the time scale of this is flexible, normally a pupil would not be on a particular stage of reporting for more than 2 weeks. At the end of this period a pupil will either, come off report (if on Level 1), move down to a lower level or, possibly, move up to another level if further action is required.

- ATL 1:** Mentor (this is discussed with the pupil and can be any member of staff where they feel that it would help).
- ATL 2:** Form Tutor
- ATL 3:** Progress Leader / Assistant Progress Leader
- ATL 4:** Vice Principal (JP)
- ATL 5:** Principal

i.e. If a pupil is placed on report and, for example, they move to Stage 4, they would then need to be successful at Stage 4 before moving down to Stage 3, then to stages 2 and 1 before finally being off report.



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Appendix i – Code of Respect and Behaviour Points

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Code of Respect

Page 9

The Code of Respect is displayed in all classrooms and sets out clear expectations on how all should behave.

Positive Behaviour Points

Page 10

Pupils can be awarded Merits or Commendations which will result in points being added towards their Behaviour Record.

Inappropriate Behaviour:

Classroom display

Page 11

Full details of sanctions

Page 12



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Our Code of Respect



We should show the following at all times:

- Self-respect: this includes showing a commitment to try our very best in all that we do
- Consideration and respect for others and of their right to learn, demonstrating politeness and good manners
- Respect for property and the environment
- Regular attendance and punctuality



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Positive Behaviour Points

Merits – Each Merit gained is worth 3 points

These can be awarded for a number of reasons including: **work, attitude, effort, good conduct or service that is above what is normally expected of pupils.**

Form Teachers can also award merits to pupils for these additional reasons:

1. The homework planner has been completed correctly and signed by parents for the week
2. A pupil has achieved 100% attendance for the week
3. A pupil has a clear behaviour record for the week



At the end of each half term staff are reminded that Merits may be awarded for that half term's work through a 'Merit week' focus.

Certificates are awarded as follows:

Bronze Merit Certificate	50 Merits
Silver Merit Certificate	150 Merits
Gold Merit Certificate	300 Merits
Platinum Merit Certificate	600 Merits



Commendations – All of these Commendations are worth 10 points

Exceptional work

Outstanding achievement

**Great improvement
good attitude**

Exceptionally good presentation of work

Commitment to an extra-curricular activity

Showing a high level of responsibility

Completion of work to the highest standard

Other.... to be determined by individual staff

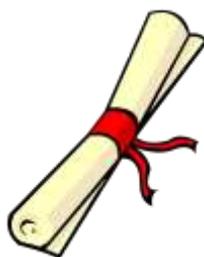
Excellent effort

Being extremely helpful

Being a good citizen Exceptionally

Showing a mature attitude

Excellence from the whole class



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Inappropriate Behaviour

Failure to follow our Code of Respect may result in sanctions being put into place and points being deducted from your Behaviour Record. Remember points are needed to be able to take part in Reward Activities!



All of these will result in sanctions and loss of points!

- Displaying a lack of self-respect. This includes showing a lack of effort and commitment to try our very best in all that we do
- Displaying a lack of consideration and respect for others and of their right to learn; not demonstrating politeness and good manners
- Displaying a lack of respect for property and the environment
- Persistent lateness without good reason
- Forgetting of equipment or wearing incorrect uniform



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More specifically, points will be deducted from the Behaviour Record as outlined below:

Low Level Problems (Level 1) = -3 points	
Incorrect uniform	Low level lack of respect to others
Forgetting of equipment	Lateness
Inadequate work / H/W not completed	Other (specified by member of staff)
Low level disruptive behaviour	
Medium Level Problems (Level 2) = -6 points These include repeat offences of Level 1 issues	
Persistent failure to complete work/ homework	Persistent disruptive behaviour
Missed detention	Persistent lack of respect to others
Persistent Lateness	Mobile phone incident
Being placed on any stage of report	
High Level Problems (Level 3) = -10 points These may result in other consequences being imposed - details will be manually entered by designated staff	
Defiance / Insolence	Theft
Verbal abuse or threats to pupils / staff	Assaulting another pupil / staff
Damage to property	Racist / Homophobic / Sexist incident
Bullying	Smoking
Truancy	Bringing illicit substances into the Academy
Further Consequences (details manually entered by the staff indicated)	
Successful reporting (Progress Leader)	+1
Isolation (JD/LM/Progress Leader/LT)	-15 points per day or part of the day
Internal Exclusion (JD/LM/ Progress Leader/LT)	-20 points / day
Fixed Term Exclusion (CB)	-30 points/ day



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Appendix ii – Reward Activities

Autumn Term

At the end of the Autumn Term Reward Activities will run for ½ day per year group and these will be based in the Academy.

Summer Term

At the end of the Summer Term the Reward Activities will run for 1 full day per year group with trips being organised by Progress Leaders. Although there is a cost to these trips, it is at a substantially reduced rate and parents are asked to make a voluntary contribution. (The trip will not run if the full cost of the trip is not met by parental contributions.) An alternative programme will run for those who qualify but do not wish to take part.

Commented [4]:

How do pupils qualify?

In order to qualify for these Reward Activities pupils need to meet 3 of the following criteria:

- At least 95% attendance
- Achieved Bronze Certificate in the Autumn Term for Autumn Reward Activity or the Silver Certificate for the Summer Term Reward Activity
- Have a positive Behaviour Record of at least 100 points in the Autumn Term or 200 points in the Summer Term
- Regularly participated in an extra-curricular activity
- Have no fixed term exclusions or internal exclusions or have been isolated for two or more occasions (this will be reset after each reward activity)

PLUS

Pupils must have the recommendation of the Progress Leader and Vice Principal (Mr. Parrish)



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Appendix iii – Isolation, Internal Exclusion and Exclusion from the Academy

Isolation

Where a class teacher feels that the behaviour of an individual is particularly inappropriate they may feel the need to refer this to a Leader of Learning, Progress Leader (or Assistant Progress Leader) or even the Leadership Team. In particularly serious cases this may result in the pupil spending 1, 2, 3 or even more sessions in isolation. This means that they are removed from the class environment and are then asked to complete work under supervision. Parent(s) / Guardian(s) are contacted if/when this sanction is used. Class teachers do not normally send pupils to isolation, but rather, discuss this with a more senior colleague.

Internal Exclusion

Where there is a more serious incident or a pattern of behaviour that is not improving then an Internal Exclusion may be used as a sanction. This will usually mean that a Senior Member of staff makes contact with home to inform them of the actions of their son/daughter. A meeting with Parent(s) / Guardian(s) usually follows and the pupil is then escorted to/from the Academy by a sensible adult for the duration of the Internal Exclusion (normally no more than 2 days).

Fixed Term Exclusion

These are exclusions from the Academy for a set period of time. They are applied on occasions when a pupil has committed a disciplinary offence and/or when it is perceived that allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or of others in the Academy. On completion of the set exclusion period, a pupil should return to the Academy with their parents/carers to attend an 8.30am "Re-integration Interview" with the Principal (or, in their absence, a member of the Leadership Team or the appropriate Progress Leader). At this meeting, targets will be set, further support outlined and an agreement will be signed by the pupil, parent and a representative of the Academy. Work provided by the Academy during the fixed-term exclusion should be completed by the pupil and brought to this meeting.

Permanent Exclusion

Permanent exclusion will usually be applied only after all other lines of support have been exhausted with a pupil over a period of time and there has been little improvement in his or her behaviour. There may also be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. Persistent disruptive behaviour is also likely to lead to permanent exclusion. Examples might include:

- serious, actual or threatened violence against another pupil or a member of staff;
- persistent and serious disruption to learning and Academy discipline which disrupts the learning life of the Academy community, (whether this be in the Academy or beyond);
- carrying or bringing a weapon into the Academy's building or grounds



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Appendix iv – Use of Reasonable force, Searching Pupils, Allegations of abuse against staff

Use of Reasonable force

Here at St. Edward's, we have high expectations of our pupils and orderly behaviour is amongst these. On the rare occasion where it is felt that a pupil may be acting in a manner where they may injure themselves or others, or damage property, all Academy staff have the power to use reasonable force to prevent this from happening and to maintain good order and discipline in the classroom. **This is in line with government guidelines and recommendations.**

Searching pupils

From time to time, we may feel that we need to search a pupil in the interests of the safety, security or well-being of other pupils, staff and, possibly, of the pupil concerned.

In the interests of safety for other pupils, common sense dictates that teachers must have some right to search pupils if they have reasonable grounds for suspecting a pupil of concealing a particular item.

A search usually results in the pupil being asked to empty pockets, bags, coats etc. and MUST only take place in the presence of a member of the Leadership Team. At least two of the member(s) of staff present should be of the same sex as the child especially where anything other than outer garments is searched.

A child does, however, have the right to refuse to be searched and so his or her consent should be sought first, but, if the pupil refuses to disclose willingly the item they are suspected of concealing, the Academy could consider contacting the police and/or parents.

Government guidelines and recommendations stipulate that

Principal's and staff authorised by the Principal (members of the Leadership Team), have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs or stolen items.

Allegations of abuse against staff

These procedures apply to a wide range of allegations, including those that indicate that a person may be unsuitable to work with children in their present position, or in any capacity. They are therefore to be followed in respect of any allegation that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against, or related to, a child
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

In all cases, any allegations that are made that directly involves a member of staff should be discussed with the Principal (if it is felt that this would compromise the position of the Headteacher, then it should be with the Chair of Governors).

Appropriate incidents would then be discussed with the Local Authority Designated Officer (LADO) who is responsible for the management and oversight of individual cases. The role of the LADO includes provision of advice and guidance to employers and voluntary organisations, liaising with the Police and other agencies. The LADO monitors the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.



Where it was found that the member of staff had behaved inappropriately then appropriate action (as discussed with the Local Authority) would be implemented. Similarly, where the allegations were found to be untrue, or even malicious, then this too would be discussed with the LA and further action would be taken against the person making the unfounded allegations, which may include a fixed term or even permanent exclusion.



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Appendix v Additional guidance for promoting positive behaviour

Procedures and Good Practice

a. Learning and Teaching

An appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by pupils and personalised to meet their varying needs and abilities. Marking and record-keeping should be used both as a supportive activity, providing feedback on pupils' progress and achievements, and as a signal that their efforts are valued and that progress matters.

Most of pupils' time in the Academy is spent in lessons, so the classroom is the most important setting in which to establish and reinforce clear expectations of good behaviour. Staff should praise what pupils do well and explain calmly what they have done wrong, so that children learn what the required behaviour is. In this way, good behaviour is taught alongside the subject teaching in the classroom. It is each teacher's responsibility to ensure that the atmosphere in lessons is positive, promoting and encouraging responsible behaviour and learning. Some strategies to assist this process include:

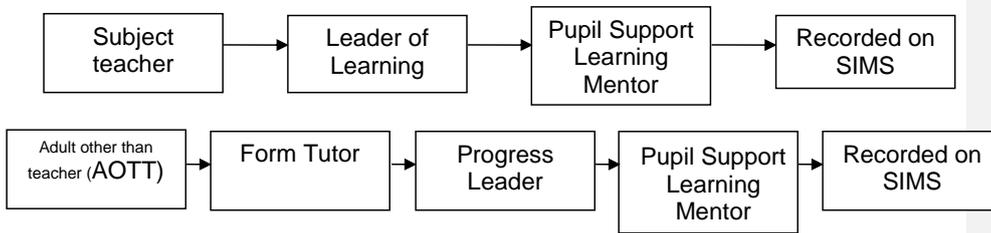
- Identifying a specific behavioural objective at the start of a lesson to outline and remind pupils what the teacher is looking for, and rewarding this, when achieved, to reinforce positive action
- Displaying in each room and on corridors the Code of Respect, Positive Behaviour and Inappropriate Behaviour posters and reminding pupils of these at regular intervals, whether by referring to them during lessons or by congratulating examples of positive behaviour
- Controlling pupils' entry to and exit from the room by greeting them at the door with a positive personal word and dismissing them in small numbers, row by row
- Teachers determining the seating plan for each class so as to discourage misbehaviour, for example by placing at the front those most in need of support or by arranging mixed gender seating
- Regular use of the Pupil Planner to record progress or to communicate constructively with parents/carers
- Recording any incident which requires staff intervention on the Academy's e-recording system and discussing it with other staff involved in the referral, for example Leader of Learning. (Pupils who have forgotten their planner should be followed up the next day and the incident recorded then.)



Appendix vi - The Quiet Room / isolation referrals

Referrals to the Quiet Room are to be made by **Leaders of Learning/Progress Leaders/ and the Leadership Team only**, following procedures outlined in Appendix III, and on completion of the standard blue "Quiet Room Referral Form" to the Learning Mentor- Appendix IV. Pupils arriving at the Quiet Room without this necessary information will be sent back to collect it, so that the Learning Mentor is able to speak with parents swiftly and knowledgeably and prepare the standard letter to parents.

The Quiet Room referral form:



Pupil Name: _____ Form: _____

Date: _____ Time: _____

Reason for referral by LOL or Progress Leader

Action taken and outcome

Signed: _____ LOL / Progress Leader



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**Appendix vii - Flow diagram of how behaviour is dealt with at St. Edward's
Church of England Academy**

All staff should reward positive behaviour wherever possible as this will further encourage ALL pupils.

In the event of a pupil not following our Code of Respect members of staff should try, wherever possible to deal with the pupil themselves. In the case of more serious issues please refer to the flow diagram below.

Low Level incidents (see page 12)

→ Member of staff deals with as appropriate e.g. reprimand/ discussion/detention (**break time or lunchtime**)
Recorded on SIMS
If this is a corridor incident then please place them in detention in the gym at break and record on SIMS.

Medium Level incidents (see page 12)
This includes persistence in causing issues

→ Member of staff refers to LOL for incidents that have occurred within the classroom and Progress Leader if outside of the classroom. Appropriate action taken e.g. placed in department detention, placed on department report, removed from lesson. **Recorded on SIMS by LOL / PL**

High Level incidents
(see page 12)

If there is no improvement in behaviour LOL and/or class teacher discuss with Progress Leader and appropriate action is taken e.g. Report Book / Parental visit to the Academy. Stage 1 = Mentor (who records on SIMS, including informing LMountford who will send a letter to parents).

Depending on the nature and severity of the incident, some/ all of the following may need to be informed directly.
Leader of Learning / Progress Leader / LT

If a pupil is unsuccessful at Stage 1 – move onto Stage 2 with Form tutor (who records on SIMS) and contacts parents

If a pupil is unsuccessful at Stage 2 – move onto Stage 3 with the Progress Leader who records on SIMS and meets with parents.
If a pupil continues to be unsuccessful then they will move onto stages 4 and 5 with the appropriate member of LT who continue to liaise directly with parents.



N.B. If a pupil is successful at **any** stage of reporting this **MUST** be recorded in SIMS (via positive achievements) and the pupil then moves down to the previous level of reporting (staff will need to communicate directly with each other at this point, whilst also informing parents).

If a pupil is due to come off report then please inform L. Mountford (by clicking on the send message box when recording in SIMS), who will send a letter to parents.



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Appendix viii - Other requirements

- Academy uniform requirements are set out in the Academy's prospectus and in the Pupil Planner.
- All learning opportunities within the classroom, extra-curricular activities and behavioural strategies are applied equally to both girls and boys throughout the Academy, regardless of age, gender, race, nationality or ability.
- Whilst consideration is given to all our children, with regard to sanctions, due consideration will also be shown to the individual needs of pupil groups who are "Looked After in public care", who have a disability, a special educational need, are refugees, asylum seekers, travellers, EAL pupils, young carers, have medical conditions, or who need special consideration due to race, religion or culture.
- Positive behaviour is expected from all pupils whilst off the Academy site: this includes behaviour on activities arranged by the Academy, such as educational visits and sporting events, behaviour on the way to and from the Academy and behaviour when wearing Academy uniform in a public place. Reasonable sanctions will be applied to those pupils who misbehave off site, for example, verbal abuse of a member of the public by a pupil on their way to the Academy.
- Any incidents of abuse or intimidation of staff outside of the Academy will result in appropriate disciplinary action when a pupil returns to the Academy, and may be reported to the police by the member of staff concerned.

This Behaviour Policy and Procedures should be read in conjunction with other linked Academy policies:

- Anti-bullying Policy and Pledge
- Attendance Policy and Procedures
- E-safety Policy
- Safeguarding Children Policy
- Use of Physical Restraint Policy
- [Positive touch policy](#)
- Equal Opportunity and Racial Equality Policy
- Well-being Policy
- Pupil Voice – Academy Council
- School Transport Policy
- Home School Agreement

Commented [5]:

The Principal will bring the behaviour policy to the attention of our pupils, parents and Governors on an annual basis.



Collaborating with the Leek Federation