



Hope Academy

A joint Catholic & Church of England Academy

DISCIPLINE FOR LEARNING POLICY (BEHAVIOUR POLICY)

Mission Statement:

“A community of learners of all ages from the local area committed to mutual service where all can flourish, be their best and work for the common good to the glory of God and his creation.”

APPROVED			
REVIEW DATE			
SIGNED PRINCIPAL		PRINT NAME	
SIGNED CHAIR OF GOVERNORS		PRINT NAME	

DISCIPLINE FOR LEARNING

BEHAVIOUR POLICY

Introduction

Good behaviour is essential for an effective, orderly, pleasant and safe learning environment. All of us, whatever our role in Hope Academy, contribute to the quality of the experience others enjoy, to their ability to get the most from their education and, ultimately, to their sense of comfort and happiness.

Aim

The aim of the Discipline for Learning Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

Overall, the policy will:

- Promote self-discipline and proper regard for authority among pupils and students;
- Encourage good behaviour and respect for others and prevent all forms of bullying among our community;
- Ensure standards of behaviour are acceptable;
- Regulate student conduct.

We will encourage students to develop:

- Respect for, and tolerance of others;
- Respect for themselves;
- Respect for the environment;
- Respect for the future.

Implementation

Staff are expected to draw on the following principals of good practice and support the use of the Vivo Miles Reward system and Behaviourwatch software:

- Ensure that teaching and learning is interesting, challenging and relevant and well-matched to the needs of the students;
- Model good habits early in order to help students establish regular attendance, punctuality and good behaviour;
- Early intervention should take place where poor behaviour is shown, so it is clear that this will not be tolerated;
- Reward achievement through positive recognition of individual students, classes or House and School achievements through the Vivo Miles system;
- Support behaviour management through assertive discipline to improve and maintain high standards of behaviour;
- Identify underlying causes of poor behaviour through monitoring work and students abilities in literacy and numeracy which may lead to behaviour issues;
- Provide study support through homework activities.

Students will be informed of the Discipline for Learning Policy and will be encouraged and expected to adhere to it. Students will be taught about positive behaviour, how it impacts on other learning and enjoyment of Academy life and given rewards or sanctions depending on their behaviour choices.

The Academy will expect parents to support good behaviour through Home-Academy agreements. Parents will be kept closely informed of any poor behaviour demonstrated by their son or daughter be it a detention or exclusion.

The responses to acceptable and unacceptable behaviour are outlined in the following guidance.

Referral

A key element in tackling poor behaviour is the speedy and efficient sharing of information. It is appreciated that this can sometimes be difficult to achieve in practice in the light of the many and varied responsibilities falling to staff. However, a full picture of student behaviour should be identified in cases of referral and should be entered on Behaviourwatch.

The Academy will implement a range of strategies to deal with unacceptable behaviour. There are 4 levels of referral:

- Level 1 Teacher

Teachers are expected to take responsibility for students' good behaviour in and around their classrooms. This is achieved largely through effective planning, preparation and teaching that engages and motivates students to learn well and maintain a thirst for further learning.

Any incidents that arise should be managed calmly and appropriately using a range of techniques that suit the situation and the student(s) involved. Contact with parents/carers should not be necessary at this stage of any minor incident or altercation.

In some instances, incidents may be curriculum related, in which case the relevant Subject Leader should be informed and required to make a response, if appropriate.

- Level 2 Form Teacher/Head of House

If a more serious incident occurs in and around the classroom that needs to be referred on, the form teacher will need to know. This will enable he/she to keep an overview and interest in the students' overall development. If serious incidents become more frequent, the student(s) should be referred to the Deputy Head of School.

- Level 3 Deputy Head of School

Referral to the Deputy Head of School will be as a result of persistent/repeated misbehaviour by the student(s), deemed to require specialist behaviour for learning input. The Deputy Head of School will judge whether to closely monitor the student(s) within the specific subject area and require regular contact/feedback or to refer the student to separate provision in the RAC. The Deputy Head of School may discuss the appropriate action with their Head of School.

- Level 4 Assistant Principal – Student Inclusion and Welfare

The Deputy Head of School may need to refer students to the Assistant Principal – Student Inclusion and Welfare in the case of meeting students' specific learning needs and accessing the curriculum. External agency support and special educational provision may be necessary.

Having made a referral, staff will be supported. However, the person to whom the referral has been made will be responsible for deciding the most appropriate course(s) of action.

If there is no improvement in a student's behaviour following a referral, the person to whom the referral has been made must be informed that sanctions have not worked.

Any matter referred directly to a senior manager will usually result in parents being informed. Therefore, accurate written details of the incident should be provided as soon as possible on the student referral sheet or through a written report on Behaviourwatch.

DISCIPLINE FOR LEARNING

We all have rights:

- * The Right to Learn or to Teach
- * The Right to be Respected
- * The Right to be Safe

It is the responsibility of all of us to ensure that we do not make choices which contribute to preventing other members of our community enjoying these rights.

To ensure access to our rights we have four 'golden' rules. These are that pupils should:

- * Arrive at lessons on time
- * Remain seated unless given permission to move
- * Follow the instructions of the teacher
- * Behave sensibly and responsibly outside of the classroom.

A 'consequence chart' showing the sanctions applicable to pupils who choose to deprive others or themselves of their rights is displayed in each classroom and in student planners.

CONSEQUENCE CHART

THE RIGHT TO LEARN

If I choose to:

Stop others learning by:

arriving late
shouting out
moving out of my seat

or

Stop myself from learning by:

not having equipment
not doing my work
not doing homework properly
talking when I shouldn't
lacking concentration;

Consequence 1: I will get one warning.

C2: If I still choose to stop myself or other pupils learning I will get a second warning.

C3: A third warning means an evening subject detention.

C4: A fourth warning means isolation in the Raising Achievement Centre for that day including break and lunchtime.

Sometimes not doing homework at all might result in a C3 evening subject detention.

THE RIGHT TO BE RESPECTED

If I choose to swear at a pupil or teacher I will be isolated in the Raising Achievement Centre. This includes break and lunchtime. This is a C4.

If I choose to use aggressive language towards a pupil or teacher I will be isolated in the Raising Achievement Centre. This includes break and lunchtime. This is a C4.

In either of these cases a fixed term exclusion might be imposed.

If I choose to use bad language generally I will receive an evening detention. This is a C3.

THE RIGHT TO BE SAFE

If I choose to move in a potentially dangerous manner around Academy I will receive an evening detention. This is a C3. Running, pushing and blocking stairs or corridors whilst eating or drinking are all potentially dangerous actions. This detention will be served in the Raising Achievement Centre.

If I choose to use physical violence I will be isolated in the Raising Achievement Centre. This is a C4.

Unprovoked or extreme acts of physical violence will result in me being excluded for a fixed term or permanent exclusion.

Smoking is a potentially dangerous activity and sets a bad example. If I choose to smoke I may be isolated in the Raising Achievement Centre for one day. This includes break and lunchtime. This is a C4.

If I choose to be in the presence of smokers I will receive an evening detention. This is a C3. This detention will be served in the Raising Achievement Centre. Persistent breaking of this rule will result in fixed term exclusion.

Leaving the Academy premises without permission is a potentially dangerous activity. If I choose to leave Academy premises without permission I will be isolated for one day in the Raising Achievement Centre. This includes break and lunchtime. This is a C4.

And also

If I choose to be late three times I will receive an evening detention. This is a C3. This detention will be in a School base and will last half an hour.

If I choose to truant I will be isolated in the Raising Achievement Centre for one day for each day I truant. This includes break and lunchtime. This is a C4.

If I choose to miss detention I will be given another evening detention and a School detention. This is a C3 in the subject department and another C3 in the Raising Achievement Centre. If I choose to miss either of these detentions I will be isolated for one day in the Raising Achievement Centre. This includes break and lunchtime. This is a C4. This may include fixed term exclusion.

If I choose not to follow the Academy uniform rules, my standards card will be signed. If I receive three signatures I will receive an evening detention. This is a C3, this will be done in the Raising Achievement Centre.

If I choose to continue to disregard the right to learn, the right to respect or the right to be safe I will be isolated in the Raising Achievement Centre. If my behaviour does not improve, I may also be sent to an Inclusion Unit for a fixed period of 1-3 days. If I still choose to disregard our rules, I will be excluded for a fixed term.

Fixed term exclusion may be followed by appearing before the Governors' Disciplinary Committee and then a permanent exclusion or a managed transfer to another school. These are the consequences of me making choices which are harmful to myself or others.

GUIDANCE FOR PUPILS

This guidance document is designed to make our Academy a caring community in which everyone is respected and where everyone can play an active part in making the Academy a place of peace and safety.

A place where we respect individual differences and all of us are able to contribute to a positive and effective learning and teaching environment. It is about how our Academy community works together. It is about us all having rights and responsibilities.

The Right to Learn: means you should...

- ✧ arrive at lessons on time so that the learning and teaching is not stopped or disrupted when you arrive.
- ✧ stay in your seat unless given permission to move. You should not go to another pupil to talk or to borrow materials, should not change seats, should not go to the bin unless the teacher tells you to.
- ✧ follow the teacher's instructions regarding talking, behaviour, focusing on tasks and explanations. The teacher is in charge of the classroom: you must do as you are told.
- ✧ have all the right equipment. This includes books and writing and mathematical equipment. You are damaging your right to learn if you are ill prepared.
- ✧ complete all tasks to the best of your ability. Allow others to complete their tasks without distracting them through your behaviour.
- ✧ do homework at the correct time and complete it to a high standard.
- ✧ be quiet at appropriate times. Talking when you should not stops the teacher teaching and other pupils learning.
- ✧ never chew gum inside the classrooms or in other parts of Academy buildings.
- ✧ follow the classroom rules about putting hands up to answer questions.
- ✧ enter and leave the classroom in the accepted manner and with your uniform to the correct standard. It is not acceptable to wear hats or coats inside Academy buildings and certainly not in classrooms.
- ✧ never cause problems through inappropriate use of electronic equipment such as mobile telephones or devices for listening to music.

The Right to be Respected: means you should...

- ✧ speak politely and with courtesy and consideration to all adult members of the Academy community and to other pupils.
- ✧ never make anyone else feel uncomfortable through your words or actions.
- ✧ be as friendly as possible to those who seem unhappy.
- ✧ never bully. Bullying will not be tolerated at Hope Academy. Bullying is not just physical. It is any words or actions which are unkind or cause anxiety to others. This includes cyber-bullying.
- ✧ accept the individual characteristics of others with tolerance and respect. We all have the right to be different. We all have the responsibility to maintain the dignity of others.

- ✧ never use aggressive language or behaviour.
- ✧ behave politely on your way to and from the Academy. You are an ambassador for our community. Your behaviour, good or bad, reflects on us all.

The Right to be Safe: means you should...

- ✧ behave sensibly and responsibly on corridors, staircases and yards.
- ✧ always walk on the right hand side in corridors and on staircases.
- ✧ never block staircases or corridors. Eating is only allowed in designated areas and is not allowed inside of Academy except in the Dining Hall.
- ✧ not play dangerous games during break or lunchtime.
- ✧ never leave the Academy premises without permission. This includes during break or lunchtime.
- ✧ follow Academy rules regarding smoking. Smoking is not allowed and sets a bad example to younger pupils. You must not be in the company of other pupils who are smoking.

You also have some other basic responsibilities...

- ✧ you are a representative of Hope Academy. Inside and outside of Academy hours your uniform must be worn correctly.
- ✧ you must help us build good relations with our neighbours. Please do not congregate in the streets and alleyways around the Academy in the morning or at the end of the day.
- ✧ ensure your journey is conducted responsibly and sensibly. If you walk to the Academy, do not annoy residents by making a noise or dropping litter. If you travel by bus, stay seated and remember the comfort and safety of other passengers.
- ✧ look after the Academy environment. Respect display work and posters. Keep corridors clean by not dropping litter. On yards, try to use the bins so that we can all enjoy a clean, safe and pleasant environment.

SANCTIONS

Here is a reminder of our four 'golden' rules:

- ✧ be on time for lessons.
- ✧ stay in your seat unless given permission to move.
- ✧ follow the instructions of the teachers.
- ✧ behave sensibly and responsibly outside of lessons.

If you choose to break these rules your teachers will:

- ✧ *issue a verbal reprimand. This is a 'Consequence 1' or C1.*

If you continue to choose to break the rules they will:

- ✧ *issue a second verbal reprimand. This is a C2.*

If you continue to choose to break the rules they will:

- ✧ *issue a departmental detention. This is a C3.*

If you continue to choose to break the rules:

- ✧ *the teacher will use the rota and you will be taken to the Raising Achievement Centre for the remainder of that day, including break and lunchtime, and your parents will be informed. This is a C4. You must also still complete the C3.*

If any pupil commits a serious offence then teachers can issue a departmental detention immediately or make use of the rota.

HIERARCHY OF SANCTIONS

It is important that we all understand the hierarchy of sanctions available at Hope Academy. These are:

Verbal reprimand. C1 and C2.

Departmental detention. C3.

Raising Achievement Centre - one day. C4.

Period of supervised study each evening in the Raising Achievement Centre.

A number of days internal exclusion in the Raising Achievement Centre.

A number of days at an Inclusion Unit.

Fixed-term exclusion.

Interview with Safer Schools' Police officer.

Appearance before the Governors' Disciplinary Committee.

Managed transfer to another school.

Permanent exclusion.

Parents will be involved from departmental detention onwards.

If the Academy is very worried about your behaviour and the impact it is having on learning and teaching, then you will start a 'Pastoral Support Programme'. This is a sixteen week plan which contains specific targets. If you fail to meet these targets, the Academy may arrange for a managed transfer to another school.

The vast majority of Academy students are sensible, responsible and want to do well. Few will receive these sanctions. They are only for those who **choose** to stop others learning, others enjoying respect or others feeling safe.

REWARDS

Rewards can be given for a number of reasons, for example:-

- ✓ good behaviour
- ✓ outstanding work
- ✓ lots of effort
- ✓ positive attitude
- ✓ good attendance
- ✓ high standards of appearance in terms of uniform
- ✓ helpfulness
- ✓ politeness and courtesy
- ✓ responsible behaviour outside of lessons.

Your 'Vivo Miles' card will be credited with your rewards which you may use in the online shop. You will be given a 'Vivo' reward slip and these are entered into draws in celebration assemblies, and at the end of term House assembly. Prizes are given and anyone drawn out of the celebration assembly draw has their slip put back in for the big end of term draw. Prizes in the past have included vouchers, i pods and mobile phone top up cards.

STANDARDS CARDS

At Hope Academy, we are committed to maintaining high standards and the use of the Standards card ensures this throughout the Academy. If you break one of the rules outlined on the back of the Standards card it will be signed by a member of staff. If you have your card signed 3 times, the member of staff will give the card to your Head of House and you must go to their office to collect another card. You will then be issued with a half hour detention.

You must carry a Standards card at all times.

Standards Cards

<p>KEY <input type="checkbox"/></p> <ol style="list-style-type: none">1. INCORRECT UNIFORM.2. JEWELLERY AND MAKE-UP.3. PERSISTENTLY REACHES C2.4. LATE TO LESSON.5. NO PEN, EXERCISE BOOK/OTHER EQUIPMENT MISSING.6. FAILURE TO COMPLETE HOMEWORK/COURSEWORK.7. CHEWING GUM.8. INAPPROPRIATE USE OF ELECTRONIC EQUIPMENT <p>Staff members should sign this card at their professional discretion. For homework, notification should be given that cards will be signed if a particular piece is not finished.</p>	<p>I UNDERSTAND THAT I MUST CARRY THIS CARD AT ALL TIMES. IF I DO NOT I WILL RECEIVE A C3 DETENTION.</p> <p>I UNDERSTAND THAT 3 STANDARDS INFRINGEMENTS WILL RESULT IN A C3 RAC DETENTION.</p> <p>I UNDERSTAND THAT IF I LOSE THIS CARD I WILL BE GIVEN A C3 RAC DETENTION.</p>
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SANCTIONS REGARDING THE MISUSE OF ILLEGAL SUBSTANCES ON HOPE ACADEMY PREMISES

The Academy is in a position of care for all its young people. All have the right to be safe. A pupil who chooses to bring illegal substances onto the Academy premises or chooses to use illegal substances on Academy premises compromises the safety of themselves and of all other members of our community.

Hope Academy takes its responsibility to ensure the safety of its young people very seriously. It also accepts that it has a responsibility to contribute to reducing the problem of drug abuse in our wider society. As a consequence, the Academy will take action against any pupils who use or are in possession of illegal substances on Hope Academy premises.

Governors have agreed to the proposed sanctions whilst appreciating that all cases must be considered individually ensuring fairness and justice for all those concerned.

The agreed sanctions can be found in our Policy on Drug Education Policy

Uniform at Hope Academy

It is expected that you dress appropriately, which means conforming to a standard of dress which is clean, neat and tidy. With the exception of a wrist watch, jewellery, including piercing, must not be worn. Inappropriate items will be confiscated. Your appearance must be reasonable and conventional; therefore dyeing of hair in a manner which draws attention to itself, tram lining, head shaving, sculpting and extremes of styling are not acceptable. It is not appropriate for boys to have excessive facial hair,

unless they are in the Sixth Form. Highly decorated hair bands or floral bobbles are not acceptable, neither are socks with side ties and tassels. Make up and nail varnish are not permitted.

Outdoor coats must be suitable but must not be worn around the Academy buildings. You must have a suitable school bag which is large enough to carry books; fashion bags and handbags are not suitable.

You are expected to bring only essential items. The Academy takes no responsibility for other items if they are lost or stolen. It is your responsibility to ensure the safe keeping of all personal property. Mobile telephones and music devices will be confiscated if they are visible inside the Academy buildings and repeated use will result in confiscation for 5 days, or require parents to collect this item.

GUIDANCE FOR MEMBERS OF STAFF

We all want pupils to behave well in Hope Academy. We want this because we know good behaviour is essential for effective teaching and learning. We also want it because we believe in responsible citizenship and consideration for others and good behaviour is an essential requisite for a community in which these values operate. We also know that pupils require models of good behaviour from which to learn. Whilst other pupils and parents contribute to this, the adult members of the Academy staff, have the most profound impact on demonstrating models of good behaviour. How we relate to one another and how we speak to pupils are primary learning experiences for our young people. If we are rude or sarcastic, that is what we will have modelled back. The highest standards of professional behaviour, of courtesy and mutual respect should ensure positive behavioural traits in pupils.

The success of this behavioural initiative depends upon its consistent implementation by all members of staff. More experienced colleagues make life more difficult for others if they fail to apply the consequences of pupils' choices.

We must all issue verbal reprimands, impose subject detentions and use the raising achievement centre. Pupils will exploit inconsistencies if we fail to act in unison.

It is essential that we remember the purpose of this system. It is designed to allow effective learning and teaching to take place. It is for the good of pupils: all we endeavour to do is in their service. It may appear to some pupils, however, that it is aimed at nothing more than punishment and they may become alienated. It is essential that we are seen to punish the offence – the choice - rather than the person. We must use much more praise than reprimand.

If everyone has an 'emotional bank' then, according to research, we must make seven positive credits before we can make one negative withdrawal. This means that pupils will only accept criticism from someone who has significantly and substantially praised them in the past. There must be much more rewarding than reprimanding. Much more praise than criticism. To help to institutionalise this, there will be a regular cycle of celebration assemblies.

In all detentions pupils must be provided with purposeful activities which contribute to their learning. Twenty four hours notice and the provision of a detention slip are required for all detentions. Lunchtime detentions may be used but pupils should be dismissed in enough time to have their lunch, it must be possible for pupils to buy and eat a meal in the time remaining to them.

To ensure fairness, no whole class punishments are to be imposed. Only pupils who choose to break the rules should be punished. Pupils should not be kept behind if there is a chance that they will miss the bus.

Our diverse catchment area makes it extremely difficult for many of our pupils to travel home if they miss the bus. This does not apply to pre-arranged detentions.

Pupils should not be placed outside of the classroom for more than a few minutes. This only causes disorder. Pupils should only be waiting outside of a classroom for teachers to speak to them. The raising achievement centre should be used for pupils who have refused three times to follow instructions.

REWARDS

Rewarding pupils is essential if this system is to work. The cornerstone of the rewards system is the Vivo Miles Reward application, where pupils can gain 'Vivo's' and buy rewards they want from the online shop.

We must constantly affirm and encourage pupils for: good behaviour, politeness and courtesy, positive and determined approaches to learning, pleasing levels of achievement, responsible behaviour outside of classrooms, helpfulness, high standards of appearance, good attendance. Instant verbal praising is one of our most effective methods of rewarding and of drawing attention to models of the standards we expect.

Another strand of our rewards mechanism is the issuing of 'reward slips'. These can be given for any of the reasons listed above. Each slip will be entered as a raffle ticket in a draw.

Draws will be conducted on a House group basis; there will be interim draws for small prizes at the regular celebration assemblies and then more substantial presentations at the end of term merit assemblies. Tickets drawn in the interim draws will be re-entered into the end of term draws.

A Summary of Sanctions.

C1: a verbal reprimand for a first offence (relating to lateness, failure to complete homework properly, talking, distracting others, lack of concentration, movement out of place, lack of effort.)

C2: a second verbal reprimand for a further example of the above.

C3: a subject detention for a third offence. Subject detentions can be organised on a department or faculty basis.

C3: a subject detention for failure to do homework.

C4: for a fourth offence send for the rota; the pupil will be removed to the Raising Achievement Centre. **THIS MUST BE FOR A FOURTH OFFENCE. Pupils must still complete the C3 with the subject teacher or by departmental arrangement.**

Colleagues must use their professional judgement to decide whether an offence warrants the immediate use of C4.

Members of staff must complete the RAC admission form which gives the reasons for the sanction. This is essential information for the Behaviourwatch system.

Where significant incidents occur in or relating to lessons, please pass this information to the Subject Leaders. They may place a pupil on a subject conduct report and make a note on the Behaviourwatch system on the pupil file to alert the Head of House and Deputy Head of School. If there is no improvement in the situation a subsequent referral to the Deputy Head of School can be made. They will then monitor the behaviour in more lessons through the Electronic Report card on SIMs which is indicated on your register when a pupil's name is highlighted in red. It is essential that incidents relating to lessons are dealt with in departments in the first instance. This ensures a hierarchy of progression which should allow greater effectiveness in the issuing of sanctions and the maintenance of high standards of behaviour.

Where a significant incident occurs which is not related to lessons, please inform the appropriate Deputy Head of School.

This information is invaluable when building up a broad picture of a pupil's conduct. They are also used to inform a pupil's PSP (pastoral support programme) and to provide a body of evidence when a student appears before the Governors' Disciplinary Committee.

STANDARDS CARDS

We are committed to maintaining high standards at Hope Academy and as such please enforce our standards to assure consistency across the Academy. If a pupil breaks the rules, please fill in a standards card. Pupils carry these cards with them at all times. If you are the third person to sign the card, please retain it and pass it to the appropriate Head of House. Please also make a note of any pupil without a card and then pass it to the appropriate Head of House.

STANDARDS OF UNIFORM AT HOPE ACADEMY

It is expected that pupils dress in an appropriate manner which means conforming to a standard of dress which is clean, neat and tidy. Where possible, ask pupils to correct their appearances but, if there are any problems please speak to the appropriate Head of House.

CONCLUSION

We are all committed to driving up standards. Consistent implementation of these policies should ensure that behaviour is as we would expect. We have, in the main, cooperative and willing pupils and a supportive body of parents. Our modelling of and insistence on the standards we expect will be welcomed and expected by the vast majority of the members of our community.

We must strive to eliminate anything which might be considered unfair (such as whole class punishments) or as counter-productive (such as standing pupils outside of classrooms).

In seeking to implement the tenets of our Mission Statement and to further developing our ethos and Academy culture, our commitment to our shared values and our communication of these to our pupils is of paramount importance. This area of discipline, of sanctions and rewards, of setting examples and standards is vital to our wider and higher aspirations. And, as in all else we do, we move forward together as a body of colleagues in mutual support and respect.

Monitoring, Evaluation and Review

This policy will be led by a senior member of staff designated by the Principal and reviewed during the forthcoming academic year by the Governing Body.