



**Swindon Academy**

The best in everyone™

Part of United Learning

# Secondary Phase

## Behaviour for Learning Policy (L04a)

# 2018-19



## **1. Aims of the Policy**

The aim of this policy is to promote excellent standards of behaviour for learning throughout the secondary phase of the academy so that every student has the opportunity to reach their full potential. Students can only achieve this if their standards of behaviour are consistently high and learning is not disturbed by the behaviour of others.

At Swindon Academy, we always want to see learning take place. This requires a consistent and clear approach to behaviour management, which fosters a positive climate for learning. This policy is intended to provide the clarity on practice and systems at Swindon Academy that enable every member of staff to teach in a positive and supportive environment.

We expect all of our students to behave in a way that contributes to great learning and outstanding lessons. Our Behaviour for Learning Policy is a clear and robust system intended to ensure that all of our students have the opportunity to make progress and achieve well in lessons that are undisturbed, highly challenging and inspiring for all.

The Behaviour for Learning Policy, along with the Code of Conduct, sets out our expectations very clearly so that students can learn and make progress without being disturbed by low-level disruption or poor behaviour. The Behaviour for Learning Policy (B4L) applies to all lessons.

The Behaviour for Learning Policy applies to all lessons. Students who misbehave in a lesson and break the Code of Conduct will receive a sanction.

## **2. Swindon Academy Code of Conduct**

Expectations for in-class behaviour are set out in the Code of Conduct (see Appendix 1) and are displayed in every classroom. The Code of Conduct consists of ten rules that state how students are expected to behave in every lesson and has been developed to enable teachers to teach without disruption. When a student breaks a rule on the Code of Conduct the following will happen:

For the 1<sup>st</sup> misbehaviour the pupil will receive a verbal warning (W1) for the class teacher, which will be recorded on the whiteboard in the classroom.

A 2<sup>nd</sup> misbehaviour means that a child will receive a further verbal warning (W2) from the class teacher, which will also be recorded on the whiteboard in the classroom. At this point the student has received a R2. The student will be expected to leave their classroom and the teacher will direct the pupil to make their way to 'Check In'. Pupils have 5 minutes to make their own way there. The teacher is required to complete an R2 log on the Behaviour for learning system as soon as the R2 has been issued.

At the 'Check In' pupils will be met by a College Manager who will complete the registration process. This will involve a discussion with the pupil about the R2.

The pupil will then be escorted to the RZone where they will remain until 5pm and complete set work. Pupils will work independently and in silence at all times. A reconciliation discussion will take place between the pupil and the member of staff whose lesson they disrupted facilitated by a College Manager. The Code of Conduct applies at all times in the RZone. Failure to follow the Code of Conduct in Rzone will result in the student repeating the RZone the following day. A second failed day will result in a 1 day fixed term exclusion.

The warning system for the RZone is as follows:

- W1 = RZone warning (verbal and recorded)
- W2 = RZone warning (verbal and recorded)

### 3. RZone Timetable

8.20 – 9.20	Session 1
9.20 – 9.50	Session 2
9.50 – 10.20	Session 3
10.20 – 10.45	Session 4
10.45 – 11.05	Break in Canteen
11.05 – 11.35	Session 5
11.35 – 12.05	Session 6
12.05 – 12.35	Session 7
12.35 – 13.05	Session 8
13.05 – 13.35	Session 9
13.35 – 14.00	Lunch in Canteen
14.00 – 14.35	Session 10
14.35 – 15.05	Session 11
15.05 – 15.35	Session 12
15.35 – 17.00	Detention

#### RZone B4L Policy

Students will be given warnings for failing to follow the Code of Conduct.

Failed Day will result in a repeat day from 8.45. Parent meeting with College Manager and parent to escort student to the RZone.

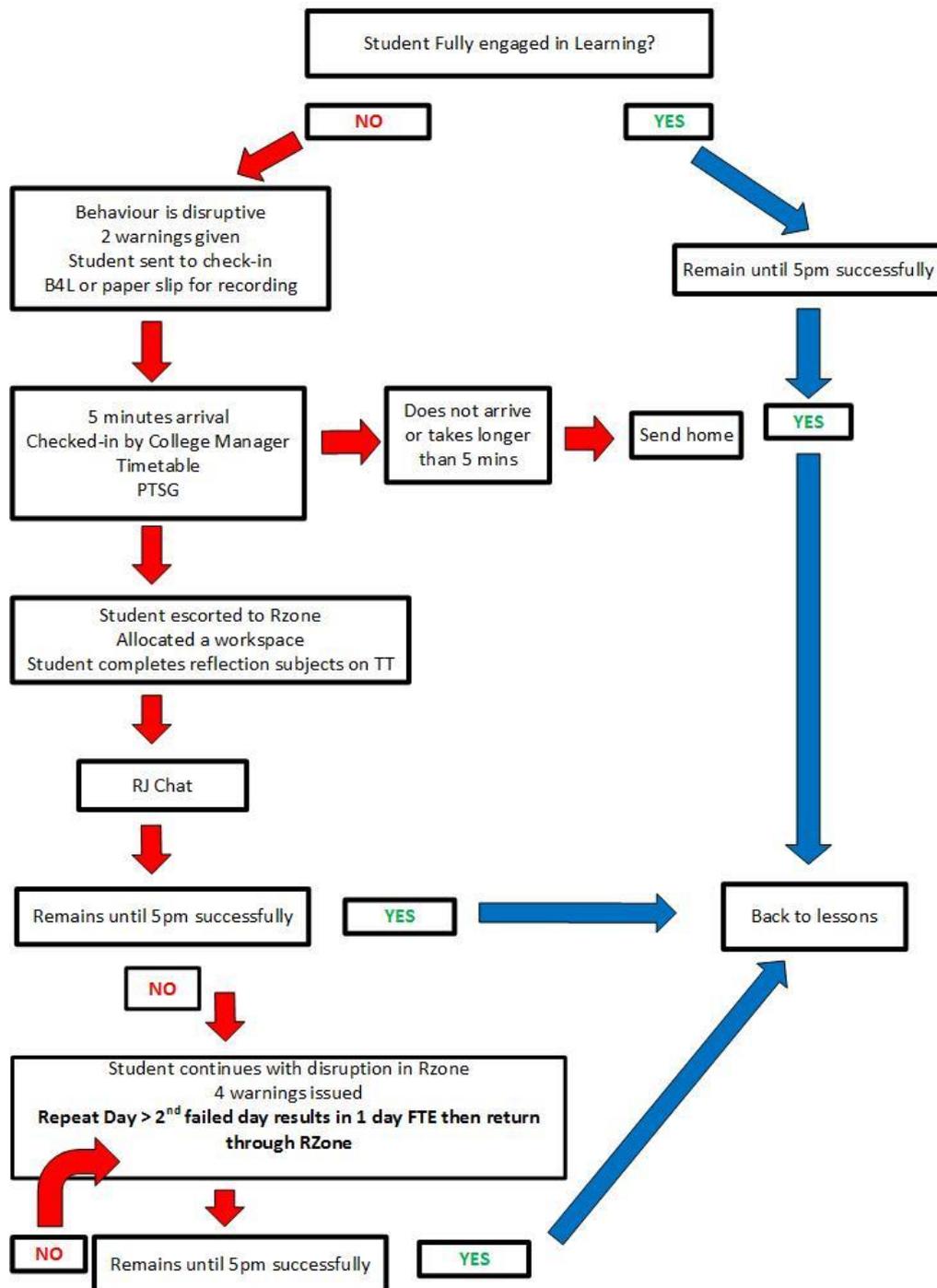
Second failed day will result in a 1 day FTE, followed by a return to school via the RZone for a repeat day. FTE reintegration meeting with College Manager and parent to escort student to the RZone.

#### Warnings

- W1 – College Manager in RZone
- W2 – College Manager in RZone
- W3 – CMI (student must be taken out of the RZone for intervention/support)
- W4 – SLT (clear targets, expectations and time limit of 10 minutes set)

Return SLT – Failed Day

## RZone Incident Flow Chart



### 4. Failure to arrive at 'Check In'

If a pupil does not arrive at 'Check In' within 5 minutes a phone call will be made to parents / carers and a College Manager or member of SLT will be sent to find the pupil. The pupil will be sent home. Parent / carer can return the pupil to the academy and place them into the RZone if before 11.50am on the same day. If this is not possible, the pupil will return to the academy the next day and will be placed into the RZone by their parent / carer. A meeting will take place with a College Manager before the pupil is placed into the RZone.

Following this, if a pupil refuses to attend the RZone this will result in a pupil receiving a 1 day fixed term exclusion.

## 5. 1 Day Fixed Term Exclusion Protocol

If a student is placed onto a one-day fixed term exclusion, parents / carers will need to bring their child into school for a reintegration meeting the day after the fixed term exclusion finishes. This meeting will be with a College Manager and a member of the Senior Leadership Team. The student will be placed into the RZone to complete their day.

## 6. Supportive Environments

Pupils who regularly find themselves removed from lessons or excluded from school will be supported through support packages.

Following four incidents in the RZone or two periods of fixed term exclusion, a pupil will be placed onto a short-term support programme. The objective is to break the cycle of behaviour.

The programme will be 3 days long and the pupil's usual timetable will be suspended for this period of time.

If a pupil continues to get referrals to the RZone or receives further FTE's then the pupil will be referred to the Thrive programme. This will be a 3-week intervention. The pupil will be placed onto the programme following a TAC meeting to capture difficulties and to help inform pupil centered planning over the 3 weeks. Pupils will follow an Alternative Curriculum Programme and will also be assessed for additional needs through the Early Help Multi Agency Teams (EP, TAMHS, School Nurse). The pupil will return to lessons with a Student Support Record and a PSP in conjunction with the Local Authority.

## 7. Serious Incidents

There are a number of behaviours that are entirely unacceptable. Serious incidents are dealt with on a case by case basis. They are investigated by a College Manager and / or a member of the SLT. The following behaviours are categorised as serious incidents:

Category A	
Direct verbal abuse towards a member of staff	<ul style="list-style-type: none"> <li>• 1 day FTE</li> <li>• 2 day FTE</li> <li>• 3 day FTE</li> <li>• 4 day FTE</li> <li>• 5 day FTE</li> <li>• PEX</li> </ul>
Physical assault on a member of staff	
Unprovoked physical assault on another pupil	
Persistent bullying	
Homophobic abuse	
Racist abuse	
Arson	
Possession and/or use of illegal drugs or alcohol	
Extremist behaviour or views	
Refusal to leave the lesson after a R2 has been issued (resulting in SLT intervention and / or class being moved) or returning to the lesson after leaving	
Refusal to attend the Rzone after sending home	
Failure to meet expectations in the Rzone	
Refusal to cooperate with SLT or College managers after R2 has been issued	

Category B	
Use of offensive (hurtful, derogatory, obscene), threatening or indecent language towards or in the presence of a member of staff	<ul style="list-style-type: none"> <li>▪ 1 day FTE</li> <li>▪ 2 day FTE</li> <li>▪ 3 day FTE</li> <li>▪ 4 day FTE</li> <li>▪ 5 day FTE</li> <li>▪ Referral to RZone</li> <li>▪ Verbal apology</li> </ul>
Use of offensive (hurtful, derogatory, obscene), threatening or indecent language towards another pupil	
Around academy disruption: <ul style="list-style-type: none"> <li>▪ Running corridors</li> <li>▪ Banging on doors / windows</li> </ul>	

<ul style="list-style-type: none"> <li>▪ Shouting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Restorative justice</li> <li>▪ Parental meeting</li> <li>▪ SLT detention</li> <li>▪ Community service</li> <li>▪ 60-minute detention</li> </ul>
Physical altercation with another pupil	
Isolated incident of bullying	
Truancy	
Deliberate vandalism of property or premises	
Possession and/or use of cigarettes and tobacco	
Bringing the schools name into disrepute	
Deliberately throwing an item or equipment across the classroom	
Leaving site without permission	
Failure to attend detention or community service	
Disposing of litter inappropriately: <ul style="list-style-type: none"> <li>▪ Throwing food</li> <li>▪ Dropping / leaving litter</li> <li>▪ Stamping on drinks</li> </ul>	
Theft: <ul style="list-style-type: none"> <li>▪ From a member of staff</li> <li>▪ Another pupil</li> <li>▪ Canteen</li> <li>▪ Academy property</li> </ul>	
Refusal to cooperate with phone/shoes within 10 minute time limit	

Category C	
Speaking disrespectfully to a member of staff	<ul style="list-style-type: none"> <li>▪ Informing parents</li> <li>▪ Discussion with the pupil</li> <li>▪ Written apology</li> <li>▪ Replacing property</li> <li>▪ 30-minute detention</li> <li>▪ 60-minute detention</li> <li>▪ Exam re-sit</li> </ul>
Truancy	
Uniform defiance (tie, blazer sleeves, shirt out) not rectified after first time of asking	
Taking another pupils tie	
Failure to bring PE kit	
Play fighting	
Damaging / breaking equipment or stationery	
Late to lesson (after 3 minutes)	
Using main reception without permission	
Out of bounds	
Cheating in an exam or classroom based test	

## 8. Mobile Phones

Students are permitted to bring mobile phones and electrical devices to school but do so at their own risk.

While students are in the building during the academy day, from 8.20am - 3.35pm, (including during detention) we operate a See it, Hear it, Lose it policy. All students are expected to turn off and put away all electrical devices and accessories. If a teacher sees or hears a device it will be confiscated and stored in main reception. Parents / carers can collect these daily from main reception or students can collect these on a Friday at the end of the school day. Students are only allowed to use their phones at break and lunch times in the outside areas. If a student decides to bring these items into school then it is the student's responsibility to look after them.

Failure to hand over a mobile phone within 10 minutes of the initial request will result in the pupil being sent home. Parents/carers can return a pupil to the academy and place them into the RZone if before 11.50am on the same day. If this is not possible then the pupil will return to the academy the next day and will be placed into the RZone by their parent / carer. A meeting will take place with a College Manager before the pupil is placed into the RZone.

Following this, if a pupil refuses to attend the RZone this will result in a pupil receiving a 1 day FTE. The 1 day FTE protocol will apply.

### **9. Late to Lessons**

A 60 -minute detention will be issued for a pupil that is late to school. 30 minutes for late to lessons after the 3 minute time limit.

### **10. Bringing the School's Name into Disrepute**

Schools have the right to expect students to show the same standards of behaviour both in school and in other situations where they are representing the school. This includes on school trips, on the way to and from school, whilst in school uniform, in any situation where a student can be identified as a member of the school community and situations that may compromise the smooth-running of the school.

### **11. Graduated Response**

A pupil is placed onto Graduated Response as a last resort. The protocol remains the same. In most cases, we expect the additional support and intervention to bring about the desired change in behaviour. However, in some exceptional cases, this may not happen. In these cases, close contact will be established with the family, and pupils will be monitored closely by our College Managers and by members of SLT. If a pupil continues to be disruptive, defiant, aggressive and abusive on a regular basis, their case will be reviewed and they may be moved to the Graduated Response Policy (see Appendix 2).

## Appendix 1: Code of Conduct.

1. Arrive at your lesson **on time** and **ready to learn**.
2. **Sit in your seating plan** position and **remain in your seat** unless the teacher has given you permission to move around.
3. **Listen quietly and respectfully** when any adult is talking, or if other students are talking about their learning. **(SLANT)**
4. Be **respectful** in the way you **speak to staff** and to **other students**. **(STEPS)**
5. **Do as you are asked** first time. If you are given a warning, **accept it** without arguing.
6. In a questioning or discussion session, if you have a question or comment, **wait for the teacher to ask you to speak**. **(HEAPS)**
7. **Work hard** to complete all the work that you have been set and **allow others to get on** with their learning.
8. **Work quietly** during 'silent time' and only engage in '**talk for learning**'.
9. Take a **pride in your work** and present your work **neatly**.
10. At the end of the lesson, **put all resources away** and **wait quietly** to be dismissed.

## Appendix 2: The Graduated Response Policy (GR)

### Stage 1

1. The Secondary Headteacher and the Vice Principal (Student Support & Development) meet regularly to review the B4L records of the most challenging students.
2. If a student is displaying defiant and aggressive behaviour and is not responding to the interventions provided. A meeting will be held with the student and parent to inform them that the pupil is now being placed on a Stage 1 Graduated Response.

### Stage 2

1. If a High Level Student is defiant, refuses reasonable instructions or is verbally or physically aggressive to a member of staff or to a College Manager, they will receive a **Stage 2 -Two Day Fixed Term Exclusion**.
2. The re-integration meeting will be conducted by the Vice Principal (Student Support & Development) and a College Manager.
3. A referral to the Fair Access panel will be discussed with parents.
4. A Stage 2 re-integration meeting template will be completed and added to the pupil's file.
5. The Vice Principal will contact the Local authority to set up a Pastoral Support Plan. (VP to oversee the PSP)

### Stage 3

1. Following a Stage 2 Fixed Term Exclusion, if a student on a Graduated Response is defiant, refuses reasonable instructions or is verbally or physically aggressive to a member of staff or to a College Manager, they will receive a **Stage 3 - Three Day Fixed Term Exclusion**.
2. The re-integration meeting will be conducted by Vice Principal (Student Support & Development) and the Secondary Headteacher.
3. A Stage 3 re-integration meeting template will be completed and added to the pupil's file.

### Stage 4

1. Following a Stage 3 Fixed Term Exclusion, if a student on a Graduated Response is defiant, refuses reasonable instructions or is verbally or physically aggressive to a member of staff, they will receive a **Stage 4 - Four Day Fixed Term Exclusion**.
2. The re-integration meeting will be conducted by the Vice Principal (Student Support & Development) or the Secondary Headteacher and a Governor.
3. A Stage 4 re-integration meeting template will be completed and added to the pupil's file.

### Stage 5

1. Following a Stage 4 Fixed Term Exclusion, if a student on a Graduated Response is defiant, refuses reasonable instructions or is verbally or physically aggressive to a member of staff, they will receive a **Stage 5 - Five Day Fixed Term Exclusion**.
2. A meeting will be held with the principal and a Governor. At the meeting, a final warning will be given – both verbally and in writing. The student will be told that a further serious incident will lead to a permanent exclusion. The Vice Principal will attend the meeting to present evidence from the student's file.
3. A Stage 5 final warning template will be completed and added to the pupil's file.

### Stage 6

1. Following a Stage 5 Fixed Term Exclusion and final warning, if a High Level Student is defiant, refuses reasonable instructions or is verbally or physically aggressive to a member of staff, they will be **permanently excluded**.
2. If it is deemed to be appropriate, the Vice Principal will contact the Local Authority to consider a permanent exclusion withdrawal.
3. A Stage 6 meeting will be held with parents at which a permanent exclusion withdrawal will be discussed. If this option is agreed, the Local Authority will take over the education of the pupil.
4. If a permanent exclusion withdrawal is not appropriate, the normal procedure for a permanent exclusion will be followed.

# Around Academy Expectations

- AA1 Wear your correct uniform neatly and with pride
- AA2 Walk quietly, with purpose and without stopping
- AA3 Respect our classrooms, corridors and spaces and put your litter in the bin
- AA4 Refrain from entering out of bounds areas of the Academy
- AA5 Follow the one-way system around the Academy
- AA6 Only eat and drink in designated areas
- AA7 Queue respectfully at break and lunch times
- AA8 Speak respectfully to staff and each other
- AA9 Avoid inappropriate contact with each other
- AA10 Mobile phones and devices: See it, Hear it, Lose it