

BEHAVIOUR FOR LEARNING POLICY

Cedar Mount Academy is a member of the Bright Futures Educational Trust and as such adheres to the vision and principles of the Trust working to achieve their strategic vision.

**Bright Futures Educational Trust Vision**

Our vision is to create a world class education within our academies to enable every pupil and student to

realise their full potential and, in particular, their full academic potential.

**Rationale**

The Positive Behaviour for Learning Policy is based on an inclusive approach to education to enable staff at Cedar Mount Academy to cater to the needs of all our students as individuals and enhance the quality of all our students’ opportunities.

An excellent standard of behaviour in all aspects of academy life is essential in order to:

* Create a productive teaching and learning environment.
* Ensure learners progress and attain.

**Values**

The Behaviour for Learning Policy is routed in the values of Cedar Mount Academy, which are listed below, along with associated student behaviours:

1. **Hard Work**

* I try my best.
* I keep going even if I find something difficult.
* I learn new things at home and in my free time, as well as at school.
* I concentrate on the task at hand.
* I finish what I have been asked to do.

1. **Respect**

* I am polite at all times.
* I listen when I am asked.
* I allow my teachers to teach.
* I respect people of all nationalities, religions and heritages.
* I understand what it means to be British.
* I respect my school uniform and the school buildings and equipment.

1. **Aspiration**

* I know what my goals for the future are and how I am going to achieve them.
* I have high expectations of myself and I believe I can succeed.
* I have good attendance.
* I am on time to school and to lessons.
* I do not make excuses for myself.

**Aims**

* To promote self-esteem, self-discipline and proper regard for authority and positive role models based on respect, responsibility and pride.
* To ensure consistency in the approach to both positive and negative behaviours.
* To provide a safe environment, free from any disruption.
* To promote early intervention.
* To encourage a strong partnership between home and academy.

**Objectives**

* To raise students’ self-esteem.
* To promote and develop empathy and respect for self and others.
* To develop in students a sense of self-discipline and an acceptance of responsibility for their own actions.
* To ensure regular attendance and good punctuality.
* To develop an awareness of and adherence to appropriate behaviour.
* To encourage students to value and respect their school environment and its routines.
* To ensure that students are confident of their right to be treated fairly.
* To empower staff to determine and request appropriate behaviour from everyone.
* To acknowledge that the maintaining of good behaviour within the school, on educational visits and travelling to and from school is a shared responsibility.
* To ensure that positive behaviour is recognised and rewarded.
* To work within a positive and proactive approach to behaviour management.
* To ensure the policy is fully understood and is consistently implemented throughout the school.
* To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
* To ensure the rights and responsibilities of all members of the school community.
* To ensure that students are prepared to meet the needs of working adult life.

1. **Roles and Responsibilities**

The policy is a whole-school approach providing students with consistent and clear expectations of behaviour. Therefore, all staff are responsible for administering and enforcing the policy, through being persistent, insistent and consistent.

In order for Behaviour for Learning to take place in the community of Cedar Mount Academy, all of its members have rights and responsibilities. These rights and responsibilities should be made clear to all members of the academy community and reinforced in public in meaningful ways.

1.1 The community of Cedar Mount Academy has the following rights:

* We all have the right to feel safe.
* We all have the right to learn.
* We all have the right to teach.
* We all have the right to be respected.

1.2 Staff have agreed to ensure they will:

* Reward positive behaviour.
* Meet and Greet at the door.
* Ensure an organised entrance and exit.
* Check uniform in and out of the classroom.
* Insist phones are switched off and kept in bags.
* Insist on no eating/drinking.
* Always have a clear seating plan.
* Release classes on time.
* Ensure their classroom environments are tidy and clean.
* Display Learning Objectives, Outcomes, title and date – to be visible during the lesson.
* Explain and revisit lesson objectives.
* Identify and share outcomes.
* Ensure students have access to appropriate equipment

1. **Expectations of the school community**

Staff:

* Creating a high quality learning environment, planning lessons which engage all students and address their different learning styles and needs.
* To lead by example, teaching and modelling good behaviour - promoting courtesy and respect.
* To deal with students in a persistent, insistent and consistent manner.
* To promote the aims and values of the academy/local community among the students.
* To have high expectations of the students.
* To meet the educational, social and behavioural needs of the students through an appropriate curriculum and individual support.
* Ensuring that the policy and procedures are followed.
* Supporting all other staff in the implementation of this policy.
* To encourage regular communication between school and home.

Students:

* Be responsible for their own behaviour.
* To respect, support and care for each other.
* To listen to others and respect their opinions.
* To attend school regularly, on time, equipped to learn.
* To follow instructions from staff at all times.
* To behave sensibly at all times, staying safe and healthy.
* To wear the correct school uniform.

Parents/Carers:

* To be aware of and support the academy's values.
* To ensure that students attend regularly, on time, in full school uniform with appropriate equipment.
* To take an active and supportive interest in their child's learning and progress.
* Be responsible for the behaviour of their son/daughter.
* To update the school with any important changes relating to their child, including emergency contact details.

1. **Rewards and Celebrations**

3.1 All staff at the academy will:

* Encourage and reward positive behaviour and learning as the core focus.
* Use rewards to promote the idea of personal responsibility and of responsibility towards the whole academy community.

3.2 Rewards and celebrations of success and achievement will be at the forefront of all staff practice. Around the Academy and in lessons, staff members will use descriptive praise to signal to students that they are demonstrating good learning habits. Staff also ring home regularly; this is an opportunity to provide parents / carers with praise about their child. During appreciation assemblies, staff and students have the opportunity to thank and praise each other for exhibiting the Academy core values of hard work, aspiration and respect. Staff will use a range of strategies to ‘reward’ and ‘celebrate’ success and achievement. We praise and reward students for good behaviour, work, effort and positive community contribution in a variety of ways:

* Smile
* Verbal praise
* Positive expressions
* Credits to be spent in the ‘rewards shop’
* Positive behaviour points on SIMS
* Contact parents – phone, text, email, letter, postcard
* Badges
* Certificates
* Reward activities/trips
* Special Lunches
* Prize Draws

1. **Staged Behaviour System**

Students who regularly give cause for concern, by failing to follow Academy expectations will be placed on a monitoring report within the Staged Behaviour System. Each stage is monitored on a regular basis by the person named below:

* Stage 1 – Form Tutor/Subject Teacher
* Stage 2 – Assistant Pastoral Leader/Head of Department
* Stage 3 – Senior Pastoral Lead/Pastoral Lead
* Stage 4 – AVP
* Stage 5 – Co-Principal

On commencement of a report, targets are set and clearly communicated to the student. The student is responsible for presenting their report card for signing during every lesson by the subject teacher and for monitoring by the named member of staff. At the end of a given time period, the student’s progress will be reviewed. As a result the student may then either:

* Remain on the same stage for a further period
* If successful – return to the previous stage
* If unsuccessful – escalate to the next stage

Further detail of each stage can be found in **Appendix 1** attached.

1. **Sanctions**

The use of sanctions should be characterised by certain features:

* It must be clear why the sanction is being applied.
* It must be made clear what changes in behaviour are required to avoid future sanctions.
* There should be a clear distinction between minor and major offences.
* It should be the behaviour rather than the person that is sanctioned.
* Group sanctions should be avoided.

The Academy employs a number of sanctions that include:

* Faculty time out.
* Report card.
* Loss of break/lunch times.
* After school detention.
* Removal from lesson.
* Internal Exclusion Unit.
* Fixed term exclusion.
* Permanent exclusion.

5.1 Consequences

When addressing undesired behaviour, staff should apply the following consequences:

* C1: Polite warning.
* C2: Second warning and a follow up restorative conversation with the student at break/lunch or after school.
* Detention (Removal from lesson to faculty timeout and a one hour detention given for the following night)

5.2 Detentions

All staff can individually place a student in for a short detention (up to 15 minutes) at break, lunchtime or after school.

Whole school detentions operate in the following way:

* C2 restorative detentions are run by individual teachers who have set the detention. The sanction needs to be applied on the same day so that the students ‘payback’ time owed instantly and also allowing for a restorative conversation to take place swiftly.
* One hour detentions are run by SLT and the pastoral team every night, after school until 4.05 pm. This will take place 24 hours after the incident has occurred. (unless it is on a Friday, then the detention will take place on the following Tuesday)
* Parents are notified by text message.
* Failure to attend the appropriate sanction will result in the incident being escalated to the next level up. Failure to attend a one hour detention will result in students being isolated in the IEU the following day. However, the original detention will still need to be completed before the incident is closed.
* An additional one hour detention will be given to students who fail faculty timeout. Therefore on a Friday, a student could potentially be in detention from 3.05-4.05pm for the original sanction, then from 4.05pm until 5.00pm for the consequence of failing faculty timeout. Parents will be notified in advance if a student is to be kept until 5.00pm.

5.3 Patrol

Throughout the school day there will be at least two members of staff “patrolling” every lesson. Staff can request support from “patrol” for the following reasons:

* To report a student missing from a lesson.
* To report a student refusing to attend a lesson (includes those who have walked out mid lesson).
* To request support in placing a student in faculty time out.
* To provide support for a very serious situation within the classroom.

Staff on “patrol” are directed to incidents via the IEU Manager who monitors the email/telephone system.

It is the responsibility of the member of staff requesting “patrol” to record the incident on SIMS.

In addition to the patrol staff, there will also be two members of SLT supporting classrooms, corridors and the IEU.

1. **Internal Exclusion Unit**

The purpose of the IEU is to promote good behaviour in the academy, by providing an area where serious situations of undesired behaviour are punished and students are given the opportunity to reflect on their behaviour.

The IEU will be used:

* For repeated incidences of poor behaviour, including multiple C2’s for low level disruption.
* For repeated internal truancy.
* For refusal to attend after school detention.
* For serious incidents – as an alternative to fixed term exclusion.

The IEU will start at 8.45 and will finish at 4.00 pm. Students are usually placed there for the full day. During this time students are expected to complete curriculum work. It may also be necessary for restorative meetings to be held during this time. Student toilet breaks are provided outside the usual break/lunch time so students in the IEU are not mixing with the wider community in social times. A “grab-bag” lunch is ordered and provided – taking account of any particular dietary requirements.

If a student ‘fails’ IEU due to disruptive behaviour, refusing to follow instructions or walking out without permission, parents/carers will be contacted and a parental meeting requested. The IEU will then be repeated. In some cases a fixed term exclusion may be considered at this point.

1. **Fixed Term Exclusion**

A decision to exclude a student should be taken only:

* In response to serious breaches of the behaviour policy.
* If allowing the student to remain would seriously harm the education or welfare of the student or others in the Academy.

Only the Principal or Co-Principals can exclude a student.

The length of the Fixed Term Exclusion will be dependent upon the incident and decided by the SLT.

7.1 Readmission to Academy Protocol.

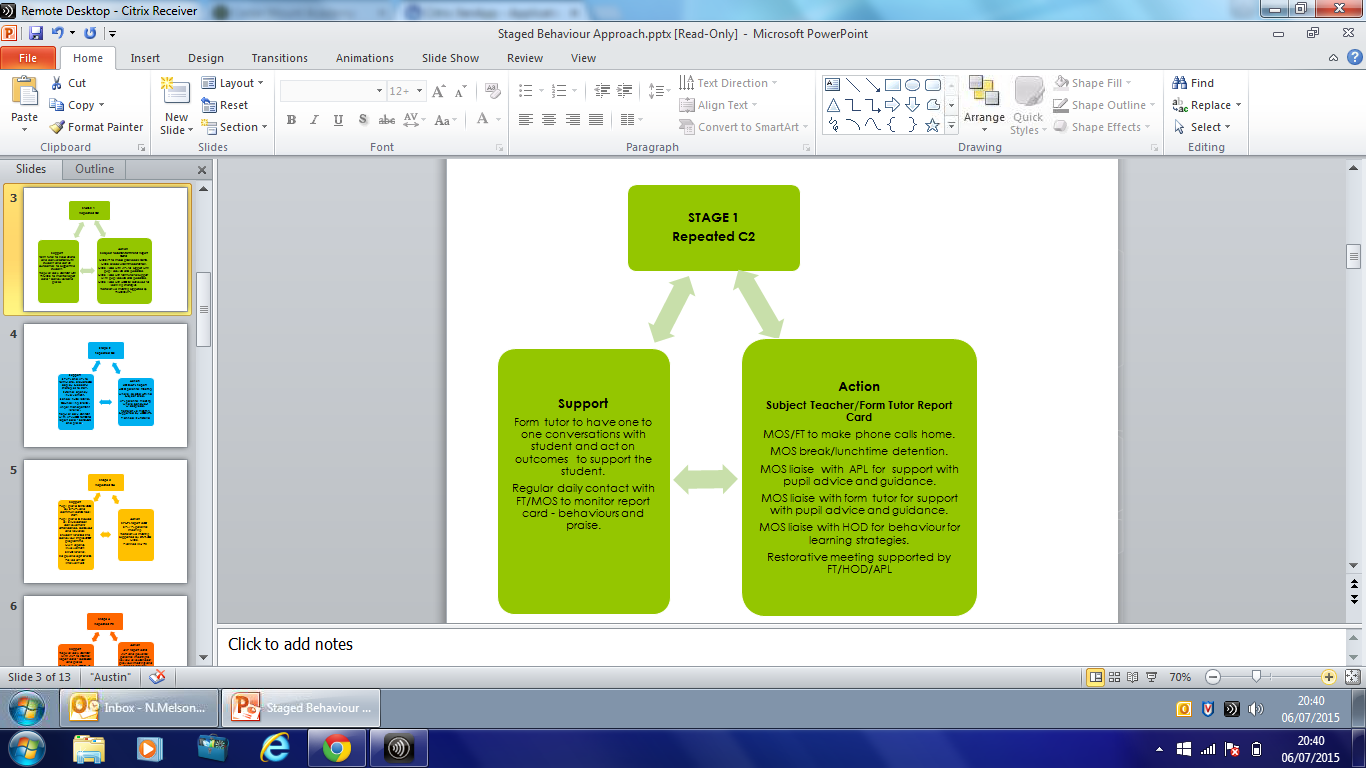
Students returning to academy following a Fixed Term Exclusion, must follow the Readmission to Academy Protocol.

* The student must have a parent/carer meeting before readmission back into academy.
* During the parent/carer meeting, a Parental Interview Form must be completed and stored in the student’s personal file.
* The reasons for the exclusion are to be discussed and a set of actions and student report targets must be agreed.
* The student will be placed on the appropriate report card, and other interventions in line with the Staged Behaviour System.
* In the event that a parent/carer fails to attend the meeting, the APL is to make contact and arrange another meeting.
* Failure of a parent/carer to attend a second meeting will result in the meeting taking place during a home visit.

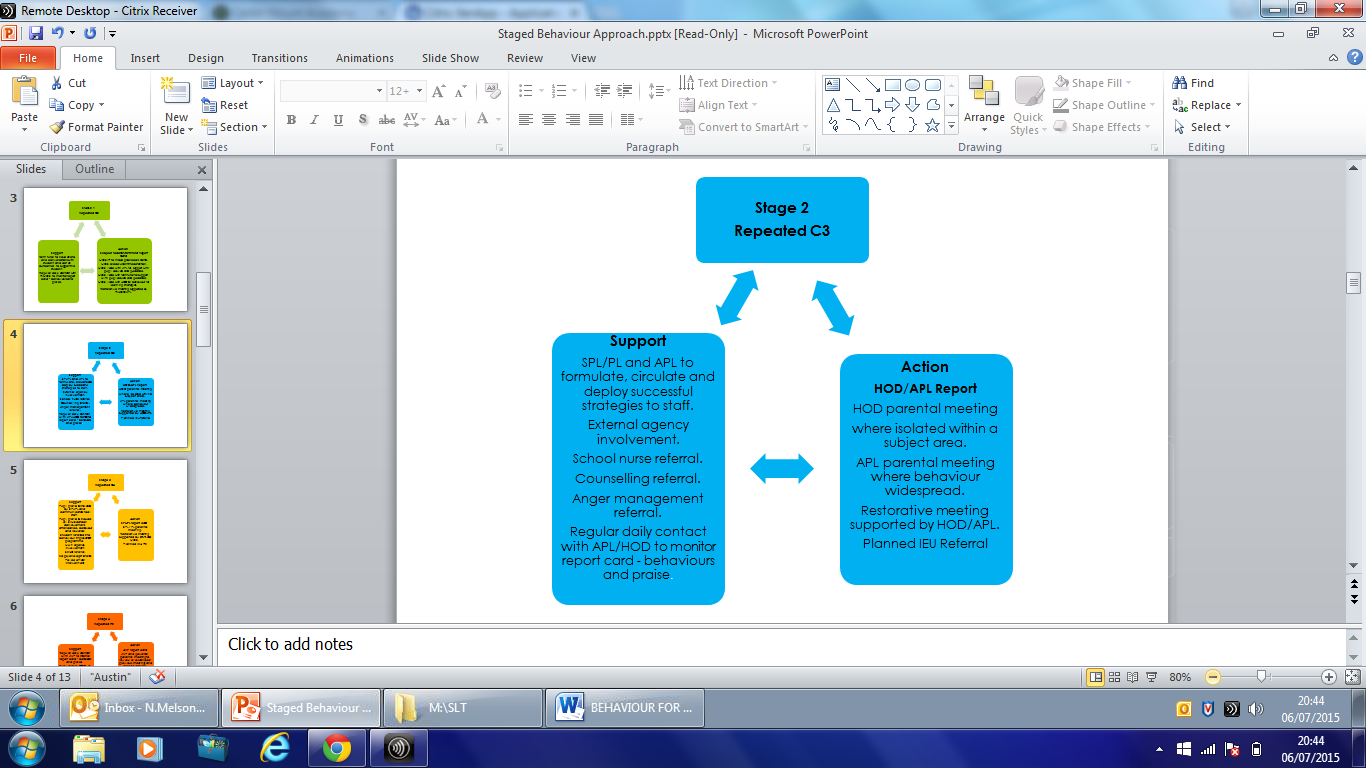
Fixed Term Exclusions should be viewed as a last resort and wherever possible the student should be placed in the IEU as an alternative to exclusion.

1. **Permanent Exclusion**

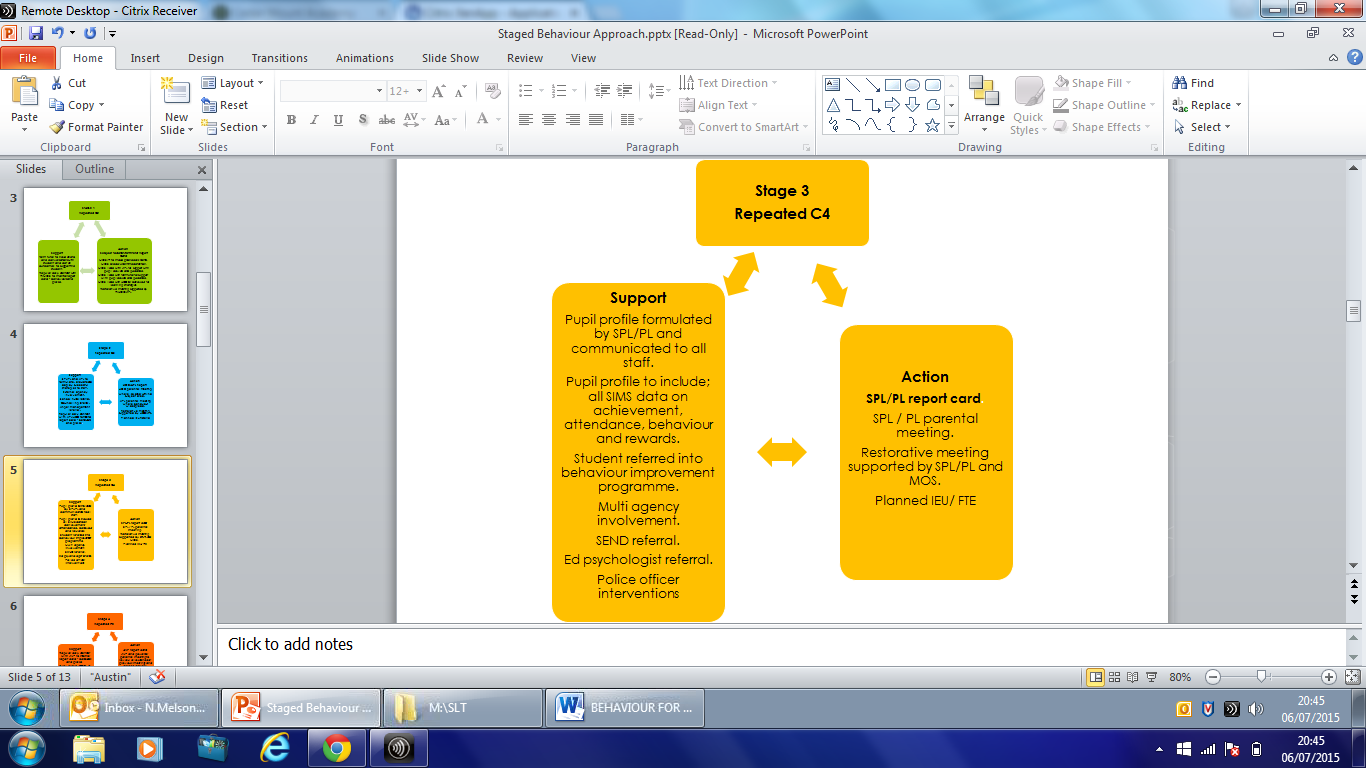
There may be, on occasion, a requirement for the Principal to recommend a Permanent Exclusion. This sanction should only be used in response to a serious breach, or persistent breaches of the Academy Behaviour Policy; and where allowing the student to remain would seriously harm the education or welfare of others within the Academy. Such a decision will go to the Governing Body of the Academy for consideration.

**Appendix 1**- Staged Approach

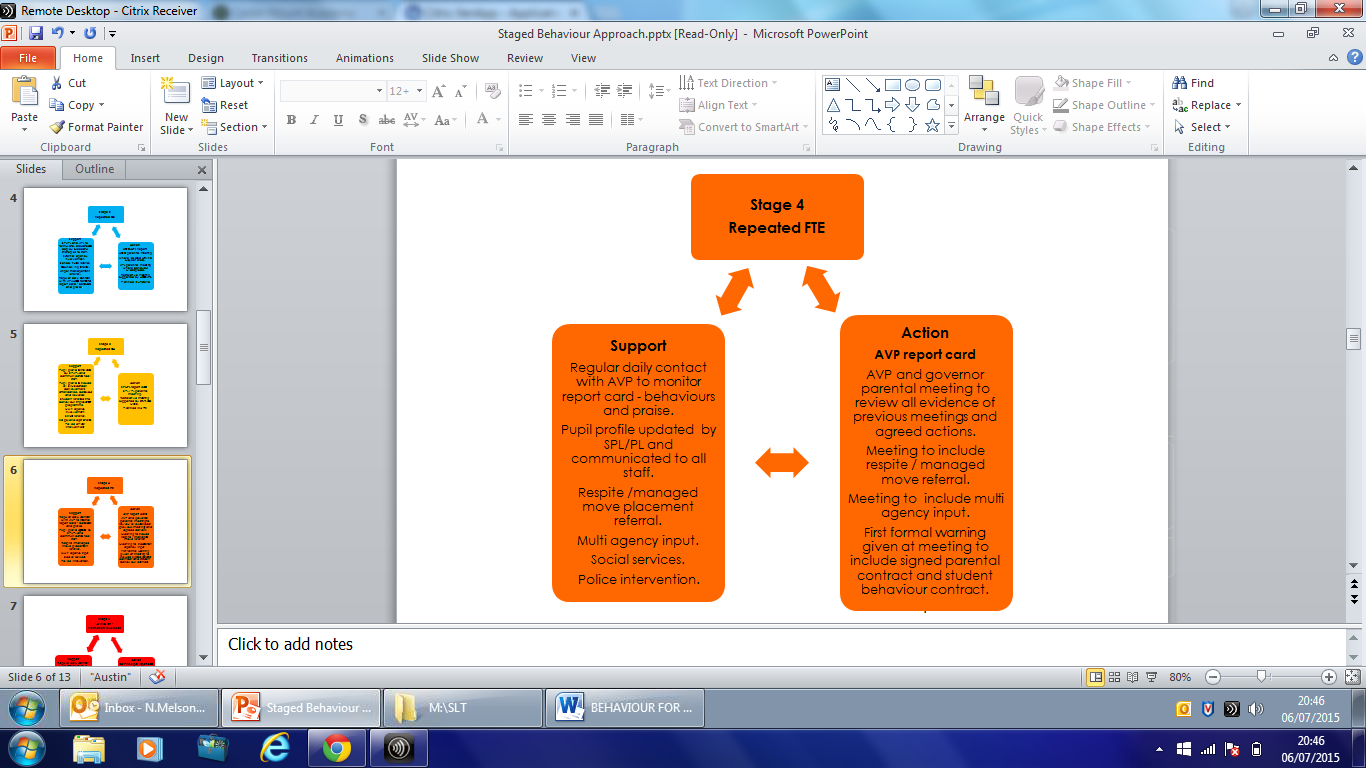
**Appendix 1**- Staged Approach



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