



CECIL JONES

ACADEMY

Behaviour for Learning Policy

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This policy is a working document. It is underpinned by structures and systems designed to be effective for students, parents and staff.

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BEHAVIOUR FOR LEARNING

Cecil Jones Academy is committed to providing an educational experience to all students that will enable them to learn, develop and achieve academically, emotionally, socially and vocationally. This commitment is derived from our core vision and value statements.

Vision

To create a unique and outstanding place of learning for everyone. Cecil Jones Academy has a relentless pursuit of excellence which guides all aspects of school life. We aspire to become a world class organisation.

Values

Resilience, Achievement, Independence, Strength and Excellence

Statement of Intent

We are committed to ensuring that an effective Behaviour for Learning Policy operates so that all students can access the educational opportunities that they are entitled to.

It is the responsibility of the whole Academy to promote the ethos and Behaviour for Learning Policy of the Academy.

Principles

1. All members of Cecil Jones Academy deserve to be treated with the utmost respect
2. Co-operation and teamwork create the best learning environment
3. As a community we value each member as unique and take every opportunity to recognise their achievements
4. We believe that the academy as a community can maintain high standards of behaviour if it is challenged in an assertive way

Aims

We aim to provide:

1. A working partnership between the academy/parents and students.
2. A happy, safe and pleasant community
3. Strong adult and peer role models of caring, co-operative behaviour
4. A learning environment which stimulates each individual to reach their highest potential
5. A learning environment which seeks to inform students of their individual rights, and educates them in their responsibilities
6. A system which recognises and rewards achievement
7. Acceptance by all adults and students of the academy of a common responsibility for maintaining good discipline and promoting the academy's principles
8. A code of conduct which is owned and understood by all partners of the academy
9. A system of sanctions used consistently throughout the academy

Philosophy and Approach

Cecil Jones Academy views education as an essential 'partnership' between the academy, the

student and the parents. Involvement of parents at all stages of a student's progress through the academy is an integral part of the service we provide, and the fostering of positive contacts between home and academy remains an important duty for all teaching staff. Parents are welcome to visit the academy in order to discuss problems, difficulties and successes. Where possible, we ask that visitors make appointments through the academy office in order to see individual teachers at mutually convenient times.

More formal contact is maintained through the reporting system and through the regularly programmed consultative evenings.

Home/Academy Agreement

The student and parent are required to enter into a partnership with the academy. Students are expected to observe a contract between themselves and their teachers. All parties are seen to have rights and responsibilities written into the relationship that is established with each other. Students have an entitlement to demand high standards of professionalism from their teachers: appropriate skills in the classroom and effective individual support for their learning. Teachers have an entitlement to demand co-operation and involvement on the part of students, in lessons, around the site, any reasonable time before and after the academy day outside of the site and on extra-curriculum activities/trips in the carer of the teacher.

Essential skills in social behaviour, self -discipline, co-operation, politeness, punctuality, reliability and honesty form part of the academy's curriculum and are integral to what we are hoping to achieve with our young people.

The academy operates on a day-to-day basis of trust and mutual respect. Students are expected to conduct themselves at all times, with appropriate respect and consideration for themselves, each other, their teachers and any other persons that they may come into contact with over the course of a academy day. Violent behaviour, rudeness, selfishness or a lack of self-discipline or concern for others is therefore outside acceptable norms of behaviour.

All actions have consequences. An assertive approach to behaviour management will be used which reinforces positive behaviour and corrects negative behaviour.

There will be recognition and reward for students who keep to task, meet targets, are supportive and positive and who achieve what is required. There will be sanctions for students who go beyond expectations of acceptable behaviour and conformity and who choose not to comply with agreed, firm, consistent and positive limits.

ACADEMY EXPECTATIONS OF STUDENTS

Only by working together can we improve the quality of education for all of our students and make Cecil Jones Academy a caring and enjoyable environment. The most important rule for all of us to follow in the academy is:

Everyone will show respect, courtesy and consideration for others at all times and will respect the rights of all the people in the academy.

To accomplish this we must:

1. Allow everyone the chance to learn and the teacher to teach

We can do this by following the vision and values statements of the academy and taking responsibility for:

- Arriving on time with all equipment necessary for that lesson
- Being courteous by listening carefully to others
- Following instructions and helping each other when appropriate
- Exercising self-discipline to act in a sensible and safe manner
- Beginning and ending the lesson in a courteous and orderly way
- Respecting other people's property
- Arriving correctly dressed for the lesson.

2. Be polite and courteous

We can do this by:

- Respecting other people and not calling them names
- Being polite at all times, acting on instructions and not answering back
- Remembering that bad language is an unacceptable way of expressing ourselves and will result in sanctions being taken

3. Move safely and quietly about the Academy

We can do this by:

- Keeping to the left in the corridor and on the stairs whenever possible
- Being ready to help by opening doors, letting people pass and helping to carry things.
- Having consideration for others by avoiding running, barging and shouting
- Taking care with bags, keeping them below shoulder height.

4. Behave and dress correctly when in uniform, both in and out of Academy.

We can do this by:

- Being on our best behaviour when out of a cademy, crossing roads at appropriate safe places and travelling on public transport.
- Being polite and courteous when moving about the Academy
- Keeping to the dress code of the Academy

5. Keep the Academy and grounds clean and tidy.

We can do this by:

- Putting litter in the bins provided
- Keeping our walls and furniture clean and unmarked
- Taking care of all displays, particularly respecting other people's work
- Respecting the grounds
- Not eating in class or corridors

These rules will be explained and reinforced in all areas of the Academy including registration, tutorial, lessons and parents' evenings. These rules will be reviewed yearly, with students, staff and parents being consulted should there be a need for any change.

This may be done through the Student Voice and Parents' Forum.

CLASSROOM CODE OF CONDUCT

Classrooms, studios, laboratories, technology areas and sports facilities are your places of work. In any workplace there needs to be clearly defined codes of practice and expectations to enable everyone to work in a safe and pleasant environment.

It should, therefore, be helpful for everyone to follow the same codes of practice:

1. At the start of the lesson

- Arrive punctually and wait sensibly
- Enter the classroom quietly on the signal of the teacher
- Wait politely to be greeted by your teacher, then sit down
- Take out books, pens and equipment and put bags away
- Remain quiet while the register is being taken
- Expect teachers to enforce the rules which apply to expected behaviour for learning, uniform appropriateness and use of electronic devices.

2. During the lesson

- Listen when the teacher or anyone else is giving out information or instructions or addressing the class
- Raise your hand to ask or answer questions
- Work sensibly with those around you, annoying or distracting others affects everyone
- Students who are late with no just cause should expect to be detained for explanation and to make up the work missed
- No eating - only water to be consumed inside the classroom.
- Walkmans, MP3 players, iPods, mobile phones, magazines, gameboys or other items that are not a resource of the immediate lesson and are causing a distraction will be confiscated by the appropriate member of staff
- If it is necessary to leave the room, you must ask the teacher's permission
- Homework must be recorded in your journal so that you can read and understand it later.

3. At the end of the lesson

- Wait for the teacher to tell you to pack away

- When told to do so, stand and put chairs under or on desks as instructed
- Leave the room as you would wish to find it and place any litter in the bin
- Wait quietly until your teacher dismisses you
- Go promptly to your next lesson.

PLEASE REMEMBER

Teachers are in the position of parents/guardians while students are in Academy and in that respect:

- Requests from teachers should be carried out immediately without argument
- Not following instructions and putting others at risk of harm or injury will result in sanctions
- There is no excuse for rudeness, disrespect or insolence towards any member of the Academy staff.

REWARDS

All people enjoy praise and we recognise this reinforces good behaviour and achievement in our students. We must seek out and use all opportunities of saying, "Well done". We also recognise that children need extrinsic rewards in order to reinforce good behaviour, conduct, citizenship, work and achievement.

Aims:

1. To give students a sense of worth and pride in their work.
2. To develop a positive approach to learning.
3. To encourage good habits and promote skills
4. To recognise the Student's contribution to the Academy and the wider community.

The Academy operates a formal system of rewards to reinforce the use of positive behaviour responses in the classroom and around the academy. It is important that staff make use of these rewards and they are consistent in their approach.

It is unfair not to reward good performances at all levels as this may disadvantage a particular student or class. It is equally unfair to give rewards for little or no reason and therefore devalue the system.

Reward points are awarded:

- In response to outstanding hard work or achievement
- With regard to the child's own expectations and ability
- To all students, as everyone should be capable of receiving reward points at some time
- Where students have demonstrated a significantly improved standard of progress
- Where students have achieved a particularly high standard of work in relation to ability
- Where students display a pleasant and helpful attitude towards classmates and the teacher
- Where students have acted in such a way within the subject as to be worthy of recognition

College Value Points

- Teachers award value points
- Students place in college Perspex box outside the college offices. The college with most points at the end of each term wins trophy and the money raised via the charity events goes to their charity
- Logged into sims into student's profile
- End of every month all points entered into a draw rewarding the individual student
- Winner of Jack Petchy award receive 10 Value Points
- End of each term the college with the most points wins a trophy.

- Value points returned to student's end of term to take home.

Celebration Assemblies

Celebration assemblies are held at the end of each term. These usually feature students who have made significant progress, exhibited outstanding citizenship, achieved within subject areas and have exemplary attendance. It is an opportunity to focus on the good things that have happened that term. Students are awarded certificates, and often a prize, dependant on the award achieved.

Celebration Award Ceremonies

These are celebrations of achievement in all aspects of Academy life and in the wider community. At the ceremonies, students are awarded prizes in the presence of their parents/guardians, Academy governors and invited guests.

Students from all years take part in the presentations or as recipients of prizes. All staff are invited to nominate individuals who are deserving of recognition.

Prizes are awarded in response to attendance, progress and attainment- individual subject prizes are awarded to recognise academic achievement in specific areas of the curriculum. There are also a variety of special awards for sport and community service, along with externally sponsored awards.

Additional Rewards could include:

- Praise in class from staff
- Praise written on work when it is marked
- Letters and phone calls home
- Subject certificates
- Attendance certificates
- Certificate for the College with the best attendance each week
- Certificate and prize for tutor group awards each term
- Name and picture on the honours board at College assemblies for 'Student of the Week'

Monitoring

- College teams are responsible for maintaining award displays on their year notice boards
- College teams should raise any issues regarding the reward system regularly at team meetings and pass on any ideas or queries to the nominated person with overall responsibility for the system
- Particular attention should be paid to the equal opportunities policy in ensuring that all students can benefit from the scheme
- Implementation of the policy will be monitored by the Raising Standards Leaders and attainment
- The Directors for Raising Standards and attainment will monitor the rewards budget

Evaluation

- Rewards are to be discussed by staff at meetings
- All staff should evaluate the operation and effectiveness of the reward system within curriculum areas and pass on their findings to the nominated person with overall responsibility
- Evaluation is an on-going process and will be a prominent feature of the Behaviour for Learning Policy of the Academy

The persons with overall responsibility are the Raising Standards Leaders and College Leaders

SANCTIONS

Aims

- To reinforce Academy expectations of acceptable behaviour.
- To correct negative behaviour within an assertive and supportive framework.
- To ensure that an appropriate learning environment is maintained.

There are a variety of formal sanctions available to staff. Whatever the type of sanction employed professional care must be taken to ensure that they are enforced consistently and students understand the ground rules in operation. Before using more formal sanctions it is important to consider the possible causes of the misbehaviour and possible informal alternatives. It is always useful to discuss concerns with the student's tutor, as they may be able to provide useful background or approaches that appear to achieve success.

Referral Forms

SIMS logs should be used by subject teachers to advise the Subject Leader of a student whose behaviour is unacceptable or is consistently giving cause for concern within the lesson. The Subject Leader will advise a course of action such as alternative ways of seating, subject report. It may involve the Form Tutor, or in extreme cases the College Leader.

Persistent misbehaviour may require subject area monitoring and/or the initiation of The Code of Practice at an appropriate level

The range of sanctions available to teachers include:

- Verbal warnings
- Community service
- Repeating work
- Extra work
- Parental contact
- Target setting
- Placing on subject report
- Detentions – individual / departmental / whole academy

Other sanctions which will involve College Leaders, Student Wellbeing Managers, form tutor (and where necessary Raising Standards Leaders and Attainment, Vice Principals and Principal) will include:

- SLT detention
- Student contracts
- Subject / pastoral report
- Internal exclusion – isolation with a member of staff
- Internal exclusion – ILU
- Fixed Term exclusion
- Permanent exclusion
- Minus College points

Detentions

It is the policy of the Academy to use detentions and detain students for disciplinary reasons.

- Students can be detained for 30 minutes at the end of the afternoon session without prior arrangement.

Formal after Academy day detentions:

- For a more serious matter a formal detention can be issued to a student. Parents must be given at least twenty-four hours written notice.
- The teacher must write the detention in the student's journal, and enter the detention on the detention database.
- Failure to attend detention will result in follow up and further sanction by the relevant member of staff.
- Detentions set by departments can be 1 hour long – from 3.00pm until 4.00pm
- Detentions set by College Leaders or Senior Leadership Team members for a Friday – used for more serious matters – are 1 hour 30 minutes long, from 3.00 until 4.30 pm.
- Detentions are set on an individual, not a whole class basis.

Saturday Detentions:

Saturday detentions are three hours long from 8:30am until 11:30am

Internal Exclusions

Students may be withdrawn from lessons for longer periods, to work under supervision in the isolation room. Parents/carers will always be informed of internal exclusions by a member of the Academy's staff. Parent(s)/Carer(s) may be requested to attend a meeting at the academy.

The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom. Students may also be placed in the isolation room whilst an incident is being investigated.

A series of internal exclusions may result in a fixed term exclusion. Students and parents/carers will always be informed when this is the case.

External Exclusions

While the academy will take all reasonable steps to meet individual needs and help individuals to improve, the academy will not tolerate behaviours which do not show due regard for the well-being and learning of others, or where in spite of support and intervention, there is minimal or no improvement.

Following an exclusion, parent(s)/carer(s) and students will be invited to meet with a member of the academy's leadership team to discuss the circumstances that led to their son/daughter's exclusion.

The academy will not tolerate persistent and defiant behaviours over time where sanctions and intervention have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the academy, thus placing the student at high risk of permanent exclusion.

Students who are at risk of permanent exclusion due to persistent behaviours may be directed off site to attend an alternative education provision (managed move) and asked to attend a meeting with governors and the Principal.

Anti-Bullying

By bullying we mean: The actions of a person or group of people that result in another person being fearful, anxious or unhappy.

It is the declared aim of Cecil Jones Academy to promote a caring ethos whereby all adults and students will work towards establishing a safe, caring environment developing positive relations between all individuals.

This will be done by providing:

- An atmosphere conducive to supporting each other through trust and confidence in a system that deals with incidents of alleged bullying
- A clear process that will be followed through methodically offering both supportive and, where appropriate, punitive measures
- Key staff available to listen to and act upon information shared
- Disciplinary sanctions may be imposed with cyber bullying even in relation to conduct which takes place outside of the academy premises

All stakeholders need to be assured that:

- The assistance of outside agencies will be sought, where appropriate
- Staff will monitor and liaise with each other to facilitate counselling of both victims and perpetrators and appraise staff/students and parent/guardian of actions taken
- Governors will be appraised of persistent offenders who have not responded to positive approaches to behaviour further action taken in line with the academy's procedures

Mobile Phones and confiscation of property

The expectation is that mobile phones are not brought on site, mobile phones if seen on site will be confiscated by all members of staff.

1st time confiscation: the phone will need to be collected by parent/carer at the end of the academy day

2nd time confiscation: the phone will need to be collected by parent/carer the following day

3rd time confiscation: the phone will need to be collected by a parent/carer 7 days later

Staff will confiscate student property if it is felt that the property is inappropriate for academy, incorrect or additional items of clothing or if the property is not being used within agreed boundaries. Property will either be returned to the student at a later time, returned to parents or disposed of following a conversation with parent or student, examples of such property might be; hoodies.

If the property is illegal in anyway the police and parent will be involved and the student will be sanctioned.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom and in and around the academy.

The Principal and other authorised academy staff can use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Conduct outside the academy

It is the expectation of the academy that all students behave appropriately outside of the academy and in the local community. The academy takes its role as a positive contributor to healthy community relations very seriously.

The Principal and other authorised members of staff can set sanctions in line with academy policy if a student has been deemed to bring the academy into disrepute. This incorporates criminal, non-criminal, anti-social behaviour and bullying.

Monitoring

- The College team in conjunction with the tutor team, and Subject Leader in conjunction with their teaching teams must keep careful records so that the students can have constant reinforcement and new targets to achieve.
- College teams should raise any issues regarding sanctions and referrals regularly at team meetings and pass on any ideas or queries to the Senior Leadership Team.
- The implementation and impact of this policy will be monitored through the use of data (number of referrals, detentions, isolations, exclusions, incidents, 'call outs') along with students being placed on report at particular levels.

Evaluation

- Sanctions are to be discussed by staff at College meetings. When appropriate the College team and Subject Leader should evaluate the use and effectiveness of sanctions within their College or curriculum areas and pass on their findings to the Raising Standards Leaders and Attainment.
- Evaluation is an on-going process and will be a prominent feature of the Behaviour for Learning Policy of the Academy.
- The persons with overall responsibility are the College Teams and the Senior Leadership Team.

COMMUNICATION

It is essential that the policy be communicated to parents, students and staff at every opportunity. This will include:

- **Year 6 induction:** A summary is given to all new parents and children as part of the prospectus and welcome pack. Mention of expectations and policy will be made throughout the induction process – visit days, parents' evening etc.
- **At the beginning of each academic year:** Academy Expectations, Code of Conduct, Classroom Code of Conduct, Bullying Policy, Rewards and Sanctions will be reinforced through assemblies, tutor time and within the curriculum
- **In the journal:** a summary of expectations, Code of Conduct, Uniform expectations
- **Home – Academy Contract:** A copy will be present in all student file, to be signed by the student, parents and the form tutor. A copy will be sent to all new Students for signing and returning to Academy
- **Individual Parents:** When parents and teachers meet to address behavioural issues.
- **Academy Newsletter:** where appropriate
- **In specialist learning spaces:** In specialist areas specific health and safety rules are displayed.
- **Meetings of groups of students:** Student Voice, Assemblies and Tutor Group meetings.
- **Website**
- **Individual Students:** When dealing with behavioural issues or Rewards.

REVIEW

This policy will be reviewed annually and any changes will be shared with students, parents, staff and governors.

Monitoring and evaluation of its component parts by SLT, College Teams.

The persons with overall responsibility for the Behaviour for Learning Policy are CEO, Legra Trust, Principal, SLT team, College Leaders and Well-Being Managers.

Associated Policies/Documents:

- Attendance and Lateness
- Referrals
- Uniform
- Homework
- Partnership Agreement
- Smoking
- Drugs and Substance Misuse