



Hope Academy

A joint Catholic & Church of England Academy

BEHAVIOUR FOR LEARNING POLICY READY TO LEARN

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	8 th July 2014		
REVIEW DATE			
SIGNED PRINCIPAL		PRINT NAME	Dr David Dennison
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Mr Frank Cogley

At Hope Academy we want to create the best place for teachers to teach and students to learn. This policy has been written by staff and students for staff and students.

AIM

The aim of the Behaviour for Learning Policy is to determine the boundaries of acceptable and unacceptable behaviour in lessons, rewards and consequences and how they will be fairly and consistently applied.

Staff at Hope Academy will:

- Ensure that teaching and learning is interesting, challenging, focused on progress and well-matched to the needs of the students;
- Model a set classroom routine every lesson in order to help students establish progress, regular attendance, punctuality and good behaviour. In form and lesson, we will check that you are meeting the Ready to Learn Promise;
- Provide a respectful environment where students are spoken to in an appropriate tone and manner;
- Reward achievement through positive recognition, the use of reward slips and your department rewards system;
- Follow the consequence chart to prevent poor behaviour;
- Support behaviour management by recording incidents on IRIS to improve and maintain high standards of behaviour.

Pupils at Hope Academy will:

- Never bully or intimidate others (See Anti-bullying policy for further details);
- Speak politely, with courtesy and consideration to all adult members of the Academy community and to other pupils;
- Always use SAFE LANGUAGE ;
- Accept that each one of us are all unique. We all have the responsibility to maintain the dignity of others;
- Never use aggressive language or behaviour;
- Behave politely and sensibly on your way to and from the Academy. We are an ambassador for our community. Our behaviour, good or bad, reflects on us all.

A '**consequence chart**' 'showing the consequences applicable to students who choose to deprive others or themselves of their right to learn will be displayed in each classroom and in student planners. Students are informed of this policy during induction and have a copy in their planners.

REWARDS

We believe that rewards are the key to a happy environment which promotes progress.

- ❖ Rewards slips – if I do a good deed or help my teacher I will get a reward slip. Reward slips will be counted up and recorded in my planner. My Student Achievement Leader and the Principal will present me with Certificates.
- ❖ Post cards - If do a piece of work which impresses my teacher I will get a post card home;
- ❖ Department rewards – every week a member of my class will be rewarded and celebrated by the teacher. Every half term the LTL will reward us for excellent progress.

CONSEQUENCE CHART

C1: I will get a warning 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
talking and disturbing the class
failing to concentrate
failing to follow instructions
Having my phone out, or using earphones when I'm not permitted to.

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

C3: A third warning means a 30 minute detention on the same evening. My teacher will record my actions; inform my Year office and the Head of Subject.

If I do not complete my homework I will receive a 30 minute detention on the same evening.

If I forget my equipment to form 3 times in one week I will receive a 30 minute detention on the Friday.

If I am late to lesson or form 3 times in one week I will receive a 30 minute detention on the Friday.

C4: 1 If I have still not corrected my behaviour, on call will collect me and I am buddied to another teacher to complete my work.

C4: 2 Serious incident – On call will take me to isolation

When a pupil gets to a C3/C4 on more than one occasion in your subject area, a Faculty report card must be issued for 8 lessons, letter sent home and the LTL must be notified. This must also be recorded on IRIS for the Year team to monitor.

Faculty report must also be issued by the classroom teacher for underachievement.

Ready to Learn Promise

- ❖ I will be on time
- ❖ I will be ready to learn with my pen, red pen, pencil, ruler and planner
- ❖ I will follow the instructions of the teacher
- ❖ I will bring quality homework in on time.

Sanctions

There is a phased response to sanctions following repeated disruptive behaviour or a single serious event.

This phased response uses the different sanctions identified below in a manner which reflects the seriousness of the situation.

- After school detentions e.g. with subject staff, Head of Department, Head of Year, Head of key stage, Senior Leadership Team.
- Community service (which is used as a constructive alternative to fixed term exclusion) e.g. litter picking during break or lunch time or lunch duty.
- Isolation with different staff ranging from form teachers, subject teachers, Head of Department, Head of Year , Head of key stage, Senior Leadership Team (line manager).
- Isolation for specific one-to-one programmes intended to encourage and develop changes in inappropriate choices which manifest themselves in poor behaviour.
- Removal of a student's eligibility/opportunity to take part in extra curricular activities such as school trips, Year 11 Prom, represent the school in sport or other events etc.

Exclusion

- Fixed term exclusions
 - Permanent exclusions
- } at discretion of the Principal.

Students who continue to be abusive, aggressive, disruptive, who bully, who bring illegal substances or weapons into the Academy are formally excluded from the Academy - initially this is for a fixed period at the discretion of the Principal. Parents will be involved in monitoring and supporting targets set.

A Governors' committee meets to consider exclusions of more than 5 days in a term.

Students who have a longer term of more than five days in one period will be sent to the agreed provision to receive their ongoing education during the exclusion period.

The Principal will consider permanent exclusion when there has been a serious breach of the Academy's behaviour policy or when allowing a student to remain in school will seriously harm the wellbeing of other members of the school community.