



The Sutton Academy

Behaviour for Learning Policy

Status	Statutory
Responsible Trustees' Committee	Curriculum & Standards
Date last approved by TB	09/11/2020
Responsible Person	Ms G Medare
To Review Date	November 2022
Last Amended Date	November 2022

It is the responsibility of every member of staff to maintain a positive, purposeful and calm environment around the academy. Our behaviour policy aims to support and promote good behaviour for learning by developing a sense of community amongst staff and students based on shared values. The goal is to maintain a disciplined climate for learning that underpins every aspect of academy life, enabling teachers to teach, students to learn and drives forward our vision of “Together Students Achieve”.

Developing excellent behaviour for learning at The Sutton Academy is based on the following 5 principles: -

- All staff acting as role models for the behaviours and attitudes we seek to develop in students.
- Explicitly teaching the behaviours and attitudes we seek to develop in our students, recognising those students who consistently “do the right thing” together with those who demonstrate improvements.
- Creating an emotionally intelligent environment, where positive staff – student relationships are based on mutual respect and a calm, compassionate and resilient approach to students.
- Encouraging a consistency of response to both positive and negative behaviour.
- Restorative approaches to managing behaviour are used by staff when a problem arises, which rely on the strength of staff-student relationships.

To ensure the highest possible standards of behaviour, the Academy will:

- Have the highest possible standards for students and staff in all aspects of academy life
- Expect and challenge all students and adults to act respectfully, responsibly and be ready for learning
- Require all users to treat the school site with care
- Recognise and reward consistently good behaviour for learning
- Provide a forum where the views and concerns of students can be expressed and acted upon where appropriately
- Review and publish the policy and associated procedures annually to ensure that the values and attitudes expressed within it are made explicit, the consequences of breaking the code are fully understood and so that unacceptable behaviour is dealt with fairly and consistently
- Identify items that are prohibited and the possible consequences of possession of a prohibited item
- Implement a staged approach to intervention with the aim of improving behaviour, motivation and progress
- Provide INSET for new staff on induction to introduce them to the Academy Behavior for Learning Policy and protocols.
- This Policy applies to The Sutton Academy staff and students outside of academy grounds and in our wider local community if incidences occur which could bring The Sutton Academy into disrepute.

Evaluation

1. The Governors’ Standards Committee will review information termly about behaviour for learning, fixed term and permanent exclusion of students which is broken down into learner sub groups
2. Year Team Leaders will routinely monitor standards of behaviour on a weekly basis and implement staged interventions in consultation with department leaders and parents
3. In the weekly ALT link meeting the behaviour of students will be reviewed using data provided by SIMS
4. The Leadership team will monitor students’ behaviour and report outcomes in the SEF

7. ALT will analyse termly data collected through data provided by SIMS

8. ALT will monitor the distribution of rewards

Further details of protocols and procedures are attached to appendix 1 including details on

- 1) Developing excellent Attitudes to Learning in the classroom
- 2) Behaviour management in the classroom for all students in all lessons
- 3) Academy Sanctions
- 4) Use of restraint
- 5) Searching students and their possessions
- 6) Standards
- 7) Rewarding consistently positive attitudes to learning

Behaviour for Learning Procedures and Protocols

Developing excellent Attitudes to Learning in the classroom

At the core of our work is our Attitude to Learning Criteria, which provides clarity over the behaviour and attitude we are expecting of our students, which is modelled on the growth mindset principles. It is important that this is part of the language used in every lesson, being displayed and explicitly referred to by staff. This will ensure students are clear on what consists of an excellent Attitude to Learning for that lesson as well as the opportunity to reflect and to be able to target areas for improvement.



Attitude to Learning Criteria

Growth Mindset	Excellent	Good	Inconsistent	Poor
Passion	I am enthusiastic to learn new things	I am interested to learn new things	I am passive when learning new things	I do not enjoy learning new things
Challenge	I always embrace challenging tasks in my learning	I am willing to attempt challenging tasks in my learning	I am sometimes willing to attempt challenging tasks in my learning	I am not willing to attempt challenging tasks in my learning
Resilience	I never give up and support other students when the learning gets challenging	I never give up when my learning gets challenging	I sometimes give up easily when my learning gets challenging	I give up easily when my learning gets challenging
Feedback	I actively seek feedback in order to improve my learning	I respond to feedback to improve my learning	I sometimes respond to feedback to improve my learning	I do not respond to feedback in order to improve my learning
Effort	I work hard throughout my lesson so I can achieve to the best of my ability	I work hard throughout my lesson	I sometimes work hard in my lesson	I do not work hard in my lesson
Readiness	I arrive at the lesson ready to learn	I arrive at the lesson ready to learn	I have arrived to the lesson unprepared	I have arrived to the lesson unprepared
Respect	I treat all members of the Academy with the upmost respect	I treat all members of the Academy with respect	I treat some members of the Academy with respect	I do not treat all members of the Academy with respect

- Together Students Achieve -

Rewarding consistently positive attitudes to learning

At The Sutton Academy we consider it to be important for praise and rewards to have a considerable emphasis within the academy; therefore, students should expect to achieve recognition for their positive contribution to academy life.

The Attitude to Learning criteria has clear links to adopt a growth mindset. It is important that this is part of the language used in every lesson, being displayed, explicitly taught and constantly referred to by staff. This will ensure students are clear on what consists of an excellent Attitude to Learning for that lesson as well as the opportunity to reflect on their approach and to be able to target areas for improvement. Students will be graded on their attitude each lesson and coached on how to improve it.

The use of our academy rewards systems should not be limited to those whose academic work is outstanding but should also be used as acknowledgement of hard work, determination, good citizenship, acts of kindness and other actions worthy of reward and nurture.

It is expected that good standards of behaviour are encouraged through the adherence of the Attitude to Learning criteria and are supported by a balanced combination of rewards and sanctions within a constructive academy ethos. It is important to develop and maintain consistency in the application of the reward system.

Examples of rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- Rewarding students with an excellent attitude to learning grade for their lesson
- General praise and encouragement in lessons.
- Nomination for praise through events such as the Principal's award, Presentation Evenings, Assemblies, Positive Phone Calls etc.
- Students' work to be displayed in classrooms.
- Referral, via Faculty Leader, for praise meeting with Principal.
- A letter / postcard home to parents to be used more frequently covering a wide variety of academic and non-academic achievements.
- Recognition of success of differing kinds e.g. certificates be given in assembly or Ready to Learn time.
- Termly certificates are to be issued based on information obtained from student report data.
- Certificates issued termly for students achieving individual attendance targets.
- Rewards issued to tutor groups and year groups linked to behaviour and attendance achievement.

Behaviour management in the classroom for all students in all lessons

Good behaviour management is essential if we are to guarantee excellent teaching and learning across the academy.

- Greet students at the door at the start of the lesson, controlling the entrance to the classroom, whilst assessing the mood of students as they arrive
- Having an unconditional positive regard for students, showing warmth and valuing them as an individual.
- Have an activity ready on the board, on desks or given to students as they enter.
- Use a seating plan and enforce it.
- Develop clear class routines at the beginning of the academic year and enforce them consistently.
- Have the highest expectations of all students based on promoting excellent attitudes to learning.
- Engage students through high quality first teaching from the first minute of the lesson to the last.
- Dealing with issues in a calm and assertive manner.
- Have coaching conversations throughout the lesson informing how students can improve their attitude.

Where a student's behaviour falls below our high expectations and are not responding positively to the behaviour management techniques above, staff should follow the academy protocol.

1 st Warning	
Identify with the student that there are currently not making the right choice and what they need to do to improve their behaviour (warnings cannot be removed because of subsequent better behaviour)	Member of staff records name on board and enters into Sims
Student fails to respond to 1st warning	
2 nd Warning	
Explain how their behaviour is affecting the learning of other students, outlining what they need to change to avoid moving up to an On Call Child can be moved seats.	Member of staff records name on board and enters into Sims
Student fails to respond to 2nd warning	
On Call	
Where a student fails to modify their behaviour, and continues to disrupt the learning of other students, confirm to the student they have chosen to ignore the warnings and will be "on-called". Request On Call attends the class through the arago system. Ask the student to wait outside the classroom for the on-call member of staff to arrive to avoid further disrupting the learning of other students. Student will serve a 30-minute same day detention with the HOY/ALT	The member of staff should use the portal to record the on call Do not record on SIMS - On Call will be recorded onto SIMS by the Office

If there is a serious incident within a lesson, the teacher should inform On Call before completing a pink "Serious Incident" report form, to be handed to the Year Team as soon as possible after the incident.

Dealing effectively with a student whose behaviour falls below our expectations over a number of lessons in one subject

If a student's behaviour becomes an ongoing concern across a number of lessons in a subject, it is important that there is an increase in the response to aim to quickly and effectively resolve the issue, with the class teacher and Faculty Leader maintaining ownership and responsibility. This will be of benefit to the student themselves in developing a better attitude to learning, the member of staff being able to focus on high quality teaching and of the other students in the class being able to learn.

- Class teacher to discuss the student to the Faculty Leader, outlining the action they have taken already.
- Faculty Leader to speak to the student, along with the class teacher. There should be a clear expression of what is needed to improve and what will happen if there is no improvement.
- If there is no improvement, the student to go onto Faculty Report for two weeks – to be completed for any lessons in that faculty area. Faculty Leader to monitor this report.

- If there is no improvement, Faculty Leader to discuss this further with the Progress Leader / Pastoral Manager for the year group.

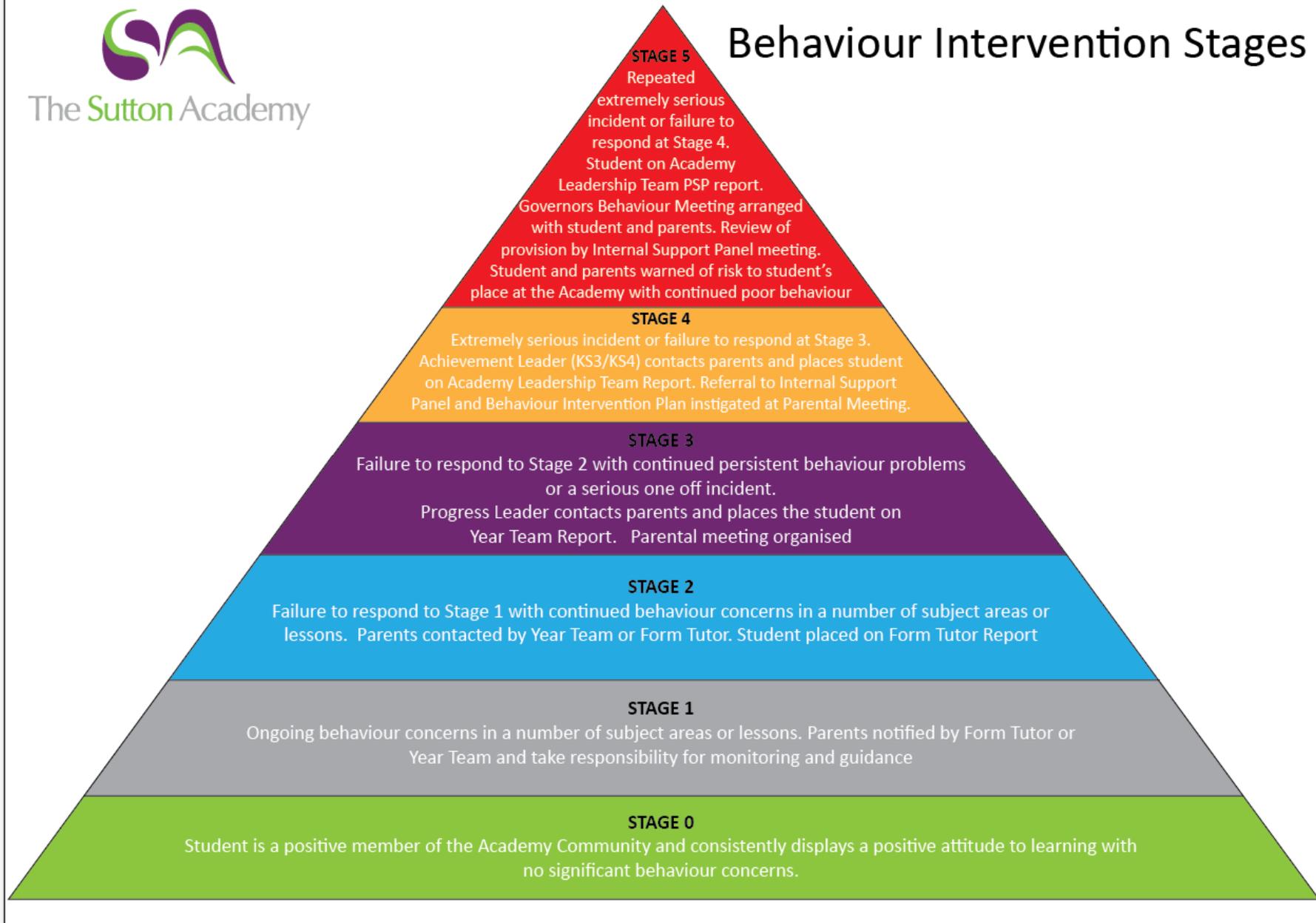
The Behaviour Intervention System (outlined below) is designed to monitor the behaviour of all students in the academy, developing a consistent response to students whose behaviour becomes concern with the aim of sustainably modifying behaviour to ensure they work to the academy behaviour expectations in all lessons.

Students will move up the system in response to the ongoing monitoring of behaviour across the academy. All students will start at stage 0 at the beginning of the 2018/2019 Academic Year. At each stage there is appropriate intervention put in place to modify the student’s behaviour, with the aim of returning them to the stage below as soon as possible.

Responsibility for the movement through the stages is as follows: -

Stages		Decision made through discussion between	Evidence used to move up and down the stages
From	To		
0	1	Year Team / Form Tutor	Behaviour points on SIMS / referrals
1	2	Year Team / Form Tutor	Behaviour points on SIMS / referrals / behaviour survey
2	3	Year Team	Behaviour points on SIMS / Stage 2 Form Tutor report / serious incident slip (if appropriate)
3	4	Year Team / Assistant Principal	Behaviour points on SIMS / Stage 3 Year Team report / serious incident slip (if appropriate)
4	5	Assistant Principal / Principal	Behaviour points on SIMS / Stage 4 ALT report / serious incident slip (if appropriate),

Behaviour Intervention Stages



Academy Sanctions

We use a range of sanctions as a consequence to poor behaviour or failure to follow academy rules. The may include: -

- Detention (break / lunch / after the academy day).
- Removal from a lesson
- Using the academy behaviour report system
- Parental meeting
- Being placed in Internal Exclusion
- Fixed term Exclusion
- Permanent Exclusion
- Working with the Local Authority to instigate the managed move process

Exclusions

The Governors of The Sutton Academy have stated that they consider the use of the Principal's power to exclude from Academy to be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate. Within these limits, they support the Principal in using their discretion in the exercise of these powers. Only the Principal can exclude a student. Recommendations for exclusion can only be made by a member of the Leadership Team. Students may be excluded for one or more fixed periods or permanently.

This policy gives a clear indication to staff, parents and students of the kinds of circumstances within which the Principal will use her powers to exclude and the procedures that will be followed in exercising them. Governors will rely on this in reviewing the actions of the Principal in excluding students.

Exclusions will follow the process below

Investigation

- The investigation will not be undertaken by the person who will decide on exclusion unless circumstances dictate this;
- Witness statements will be recorded, signed and dated;
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld. N.B. It is important that all parties recognise that less reliance can be placed on anonymized statements; and
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others.
- The school reserves the right to increase the fixed term exclusion if new information comes to light.

Decision

- The decision to exclude will only be taken by the Principal or, in his absence, the Vice Principal who is acting on behalf of the Principal that day.
- The power to exclude cannot be delegated;
- The decision will be taken on all the evidence available at the time; and
- The decision will be taken on the balance of probability. Where the offence alleged is a criminal act, the standard of proof will be that it is 'distinctly more probable than not' that the student/student committed it.

The persons having parental responsibility for the student will be told without delay by student post, and/or letter and telephone message as appropriate:

The academy uses exclusion as a sanction following a serious incident or repeated and persistent failure to follow academy rules, this could include: -

- Physical assault against student
- Physical assault against adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Smoking
- Persistent defiance of academy authority or disruption of teaching and learning

Exclusion may be extended or made permanent where:

- It was necessary to exclude the student in order to complete the investigation fully. Note: It is essential that if new evidence has come to light, the excluded student/student is given the opportunity to respond to it before the exclusion is extended or made permanent; and
- The student has also been reported to the police and the result of that investigation provides additional evidence to the academy.
- Investigations by the Academy may be delayed where there is an ongoing police investigation.

Internal Exclusion is an alternative to fixed term exclusion which can be used to defuse situations that occur in schools that require a student to be removed from class but may not require removal from the academy premises. The internal exclusion is a designated area within the academy, with appropriate support and supervision.

External Exclusion is always followed by a readmission meeting with parents/carer and the student. A Return from Exclusion plan will be put into place upon the student's return to the academy.

Members of staff who teach excluded students/students will provide work for these students/students to do at home and make it available as instructed by the Head of Year responsible for those student/students.

Permanent Exclusion and Managed Moves

Permanent Exclusion will be reserved for offences that will have a seriously damaging effect on the life of the academy, the well-being of other students or of staff or seriously and persistently interfere with teaching and learning in the academy. This can include but is not limited to:

- serious violence which creates fear and anxiety among staff or students;
- possession of an offensive weapon on the academy site;
- possession of a controlled substance;
- persistent defiance of academy authority or disruption of teaching and learning; and
- persistent bullying, harassment or abuse (as above).

The decision to permanently exclude a student is not taken lightly. Where possible, the academy will seek to work with the Local authority to provide education at another school through the managed move process.

Parents are entitled to appeal to the Governing Body against any exclusion. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body at the academy. A hearing will be set up as quickly as possible, but within 15 days at the latest.

Following the governors' decision, parents will be contacted by a member of the LA exclusions team who will discuss alternative educational provisions.

Parents have the right to ask for the decision to be reviewed by an independent review panel.

Removal of students from the Academy site

Where a student is presenting a real or perceived Health & Safety risk either to themselves, to any other student, or any member of staff or academy property, they will be required to leave site. A student's timetable may be adapted if a Risk Assessment is completed and the student is found to potentially endanger the wellbeing of students, staff or any of the Sutton Academy stakeholders.

Restraint

In accordance with the law, there is no corporal punishment allowed by the academy. However, if authorised by the Principal, a member of staff may use 'reasonable force' to prevent a student from:

- committing an offence;
- causing personal injury or damage (including to themselves); and
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

The Principal has authorised all staff to use reasonable force in the above circumstances. There are designated staff in school who have received TeamTeach training. Any incident where restraint has been used, will be recorded.

Searching students and their possessions

The Principal can authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. Reasonable force may be used to execute a search. An authorised search may take place in relation to suspicion of possessions which are deemed inappropriate for the Academy.

Searches of a student will only be conducted by a same sex member of staff or with a same sex member of staff present as a witness.

Students can also be instructed to turn out their pockets, and be sanctioned should they refuse to do so. Where there is potential danger or risk to the personal safety of a member of staff or a student, the police may be called to assist.

Confiscation

Staff are authorised to confiscate items from students where there are reasonable grounds for doing so. The member of staff holds responsibility for the safety of student property until such time that property is returned to the student or their parents/carer. Staff may dispose of the following confiscated items

- Fizzy drinks
- Smoking material
- Alcohol
- Illegal substances

Mobile phones and other technical equipment

Mobile phones can only be used at break time and lunchtime. If mobile phones are in view of individual member of staff during a lesson or during lesson changeover, they will be confiscated. The equipment will be placed in the academy safe until 3:10pm.

N.B. loss and damage

The academy will not accept legal responsibility for loss, theft, damage to property whilst on academy premises. It is suggested that parents cover clothing and property on their household insurance

Energy drinks and Fizzy drinks

Energy drinks and fizzy drinks are banned from the school site and will be confiscated and disposed of if found.

Standards

Incidents during unstructured times

Students are expected to behave in an appropriate manner at all times throughout the academy day to ensure the orderly and safe environment. If there is an incident during unstructured times, the member of staff should report this to the year team. The sanctions can range from a detention or being placed in break and/or lunchtime detention for 3 or 5 days depending to permanent exclusion depending on the nature and severity of the incident.

Smoking

Students who are seen to be smoking or in the company of someone who is smoking will automatically receive an Internal Exclusion. This includes on or off the academy site and before, during or after the academy day. Students who are regularly caught smoking will be placed on a smoking contract which results in an increase of sanctions. Please refer to our Anti-Smoking policy.

Uniform, piercings and hair colour

The academy has the highest possible standards for uniform. Hair colour must be natural, make up must be moderate and there can be no facial piercings. Failure to follow the standards detailed on the Academy web page can result in internal exclusion. Please refer to the Uniform and equipment policy.

Appendix to the Behaviour for Learning policy

Date of update: March 2021

Updated behaviour guidance in relation to increased provision after the Covid 19 lockdowns

Aim

The aim of this update is to ensure that all staff, students and parents/carers understand the ways in which we need to adapt our behaviour to keep everyone safe from the risk of infection with the return to school. We want to encourage students to take responsibility for their behaviour during this time. However, as an academy we will tackle incidents/instances of poor behaviour effectively and fairly during this time, therefore allowing teachers to feel safe and supported.

The information in this policy will be communicated to:

- Pupils as when its updated
- To teachers – in training days
- In the relevant section of the Academy’s website.
- To parents/carers – in the relevant section of the Academy’s website/ handbook/letters

We understand that returning to the academy will feel strange for all involved. We understand that some staff, students and parents/carers will feel anxious.

Please note: The current expectations and Behaviour for Learning policy is still relevant, this appendix provides further guidance and clarification into Covid specific areas.

Students must:

- 1 -Respect the revised day to day expectations of the class and year group ‘bubbles’ and wider school
- 2- Students will adhere to the revised rules and expectations for entering and exiting the school site using only their designated entrance and exits to the school building - Not behaving in a way that willfully undermines the safety measures and the Expectations on Wider Opening that the school has put in place or risks the safety of students or staff
- 3- Students will only interact with others in their own bubble throughout the school day
- 4- Students must stay at their own desks unless directed otherwise
- 5- Students must obey social distancing rules at all times, in and out of their bubbles

- 6- Students must follow hygiene rules, including washing hands when asked to throughout the day. They must be aware of and follow expected Self-care and Health needs
- 7-Students must inform an adult if they feel they have any Covid-19 symptoms
- 8- Students are to use tissues when sneezing or coughing and dispose of this in bins
- 9- Students are not expected to react negatively when another student says they are ill in any way. This does not help the current situation.
- 10- Students should only go to the toilet areas one at a time and thoroughly (at least 20 seconds) wash their hands after use. Students can only go to the toilet during lesson if on call is completed by the class teacher- this is for the class teachers' discretion to do
- 11- Students must only use their own resource packs, not interfering or touch any other students' resources or equipment
- 12- Students are to use their own water bottles only and eat/drink their own food. No sharing is allowed
- 13- Students must wear a plain face mask around the academy in the specified locations inc communal corridors and chosen classrooms. They must not swap masks during the day with others or constantly touch their masks.
- 14-A scarf or clear visor cannot be worn
- 15- A student if requested must put on a facemask unless they are exempt. Failure to comply with the request will result in the student being sanctioned accordingly
- 16- Students must not deliberately and unnecessarily perform actions associated with symptoms of Covid-19, or actions associated with the spread of Covid-19, for example but not limited to, coughing and/or sneezing.
- 17- Students must leave the school site when directed and once through the gate make their way directly to their home.

The role of the academy:

- Staff will ensure students stick to the guidance and expectations within this appendix and the Behaviour for Learning policy.
- Behaviour that wilfully undermines the safety measures and the **Expectations on Wider Opening** that the school has put in place or risks the safety of students or staff **will not be tolerated**. Below are examples of unacceptable behaviour but is not an exhaustive list:
 - Deliberately ignoring the social distancing measures put in place by the academy
 - Refusing to sanitise hands
 - Deliberately standing closer than 2m to staff or other students
 - Wearing a face mask that covers more than just their nose and mouth
 - Spitting at another student/member of staff
 - Deliberately coughing at a student/member of staff
 - Behaviour or language that is intended to cause alarm or distress to students/staff about the current situation

- Deliberately taking masks on and off at inappropriate times
- If incidents occur then they will be treated as high level behavioural incidents and sanctioned accordingly.
- The academy has the final say on whether the action is deliberate or not.

Changes to Behaviour Policy

Behaviour policy as normal. However, after school detentions will be run area based per year group , via HOYs, ALT, and ALs to maintain social distancing.

1. On being removed at C3 level students will be placed into the **new TSA zone (SDC)** where work will be completed guided by a teacher in silent conditions – they will remain in the zone for the lesson only and notes will be taken regarding why and support provided
2. Students and teachers are still to have the usual remedial conversations and detentions will still occur as normal
3. Students that are regularly removed from a lesson or a pattern is established, a support plan will be implemented via the TSA Zone and Heads of Faculties to ensure the students return regularly back to lesson
4. The TSA zone can provide support for students we already know of pre-existing reasons to barriers to learning, however this must be pre booked through GME
5. IE entry will be clearly established through ALT under current conditions and support of new social distancing regulations

Please refer to the Expectations on Wider Opening document for further details on expectations when students return.