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# BEHAVIOUR FOR LEARNING

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## PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

### Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

## AIM

To achieve our mission statement at Chiltern Hills Academy we expect:

- Respect for learning
- Respect for self
- Respect for others
- Respect for the environment

## OBJECTIVES

1. To promote a positive attitude to learning
2. To promote self discipline and socially responsible behaviour
3. To have an effective system of rewards, sanctions, support and referral that is understood and applied consistently by everyone
4. To ensure all stakeholders in the school work together to secure the best possible student outcomes
5. To create a constructive environment where all students can work positively for the benefit of themselves and others.

## COMMITMENT, ROLES AND RESPONSIBILITIES

We are committed to creating a climate where praise and reward outweigh sanctions. At CHA:

Every student has the right to learn.

Every teacher has the right to teach.

No one has the right to disrupt teaching and learning.

The staff are committed to ensuring that all students work in an appropriate environment for learning to take place.

Staff keep students and parents informed of any matters that arise which fall outside the expected levels.

The school will communicate this policy to students, staff, parents and Governors using a variety of means including the school web-site.

Students will contribute positively in the class and around school showing respect to

Peers, visitors and staff.

Parents and staff support each other in ensuring the students' best possible education.

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# BEHAVIOUR FOR LEARNING

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The academic tutor should support students in all aspects of their education.

The VP for student monitoring and AYLs will support staff where necessary to implement any required actions in the best interests of the child.

The role of the academic tutor is critical as the link between school and home. For this purpose they may be expected to become involved in the following tasks:

- Communicating with home
- Discussing general achievement
- Monitoring information on students
- Encouraging and supporting students
- Recognising and celebrating achievement
- Taking appropriate action for ensuring the best interests (both educational and social) are met

## **STRATEGIES USED TO ACHIEVE THE OBJECTIVES**

Consistency is achieved by:

- Regular reinforcement in assembly, tutor period, lessons
- Agreed and published expectations
- A straightforward, clear, Academy-wide published 'Classroom Expectations' (Appendix 1)
- A clear common behavioural procedure and referral system (Appendix 2)
- Clear lines of responsibility
- Establishing boundaries in the classroom
- Maintaining non-negotiable minimum standards throughout the Academy.

Aspirations:

- High levels of student achievement
- All classrooms are welcoming and exceptionally well managed
- No low level disruption
- The referral system is used effectively by all staff
- No internal or external exclusions
- Rewards are valued and used effectively throughout the Academy
- There is a great feeling of pride and positive achievement
- A clearly established learning culture
- Students feel safe and secure
- There is a great sense of happiness, enthusiasm and respect about the Academy
- All communication within the Academy is polite and considerate.

This policy will be reviewed regularly by the Behaviour for Learning Group for the Governors' Learning and Teaching Committee as follows:

- Annual review of policy and procedure through a staff working party
- Inviting feedback from all stakeholders
- Analysis of data
- Observations, formal and informal
- Regular overview by Academic/Pastoral teams.

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# BEHAVIOUR FOR LEARNING

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## THE LEGAL RESPONSIBILITY OF CHILTERN HILLS ACADEMY

In accordance with the Education Act 2006 the Academy has the right to regulate students' conduct by imposing sanctions. The Academy accepts shared responsibility with parents for students on their journey to and from the Academy and during educational visits and the rewards and sanctions of the Academy will be applied. The Academy does not accept responsibility for students' behaviour at other times outside of school but may intervene if this results in an impact on another student in the Academy and/or affects the good reputation of the Academy.

The Academy has a statutory authority to seize and retain or dispose of students' property; the aim of confiscating property is to maintain an environment conducive to learning, one which safeguards the rights of other students to be educated. A student might reasonably be asked to hand over an item that contravenes the rules of the Academy and the Academy might use its legal power to discipline if the student unreasonably refuses.

Separate legal provision for schools also exists in the Violent Crime Reduction Act 2006.

Every student signs the Academy Code of Conduct which expresses these expectations as part of the Home-Academy agreement (Appendix 4); the relationship between parents and the Academy is seen as critical in providing a secure basis for upholding excellent standards.

## REWARDS AND PRAISE

Rewards are very effective in motivating students and are valued by all as they help to establish a positive climate. Rewards and praise are an essential element of any behaviour policy. They are given to acknowledge the effort and achievement of our students and to celebrate contributions to the Academy community and the wider community as a whole.

## MONITORING AND RECORDING OF REWARDS

Rewards are given in the form of merits. These are then entered into SIMS by the member of staff awarding the value point.

See Appendix 3 for examples of rewards and praise.

## SANCTIONS

Effective sanctions are designed to promote good behaviour. Initial sanctions are best applied by the member of staff concerned, with the aim of addressing the breakdown in behaviour. Sanctions are more likely to promote positive behaviour if they are applied consistently and students see them as fair. Sanctions have four main purposes:

- To protect the learning of students
- To impress upon the perpetrator that their behaviour is unacceptable
- To deter the student from repeating that behaviour
- To signal to other students that poor behaviour is unacceptable and deter them from doing it.

CHA has developed a Behaviour Ladder in the form of a consequence system for dealing with aspects of behaviour. This has been developed in conjunction with staff, students, parents/carers and governors and offers a full range of sanctions to match the type of behaviour. The Behaviour Ladder is regularly reviewed for fitness for purpose.

The Behaviour Ladder is detailed in Appendix 2.

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# BEHAVIOUR FOR LEARNING

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## **MONITORING AND RECORDING OF BEHAVIOUR**

A member of staff uses the Behaviour Ladder to issue a sanction. A copy is in place in every classroom in the Academy. Once a sanction has been issued the member of staff records the sanction on the behaviour log on SIMS – this should include a short statement of the incident if required. If the sanction required is a B2 then the teacher can write out a behaviour slip and place it into the appropriate box in the staffroom where the AFT will record the behaviour on SIMS.

## **INTERVENTIONS**

In order to pre-empt the escalation of behaviour problems the Academy offers a variety of additional support in order to manage and/or modify the specific behaviour of individuals. Outside agencies providing additional support are listed in Appendix 5.

## **ADDITIONAL GUIDANCE FOR STAFF**

Appendix 6 provides additional information on the effective and consistent implementation and monitoring of this Behaviour for Learning Policy, this is available on request.

## **ADDITIONAL REWARDS AND SANCTIONS INFORMATION FOR PARENTS**

This information is found in Appendix 7 and is available on request.

The policy was reviewed in July 2011 by a working party of staff and the Student Council.

## **MONITORING, EVALUATION AND REVIEW**

This policy will be reviewed when there are changes in the law or annually to assess implementation and effectiveness.

This policy will be promoted and implemented throughout the Academy.

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# BEHAVIOUR FOR LEARNING

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## APPENDIX 1

### CLASSROOM EXPECTATIONS

We aim to create a safe and respectful learning environment which fosters:

- Respect for learning
- Respect for self
- Respect for others
- Respect for the environment

### CLASSROOM EXPECTATIONS FOR CHILTERN HILLS ACADEMY

- Respect all others and do not disturb learning and teaching.
- To ensure effective learning for all instructions must be followed on the first request.
- Arrive on time, remove outdoor clothing, place coats and bags where expected and sit in your allocated seat ready for learning.
- Place planners, equipment required and exercise books needed for the lesson on the desk, making sure you are ready to learn.
- Demonstrate respect by listening to teachers and other students without interruption.
- Put up your hand when you need support or to make a contribution to learning and wait to be spoken to by the member of staff.
- To be engaged in the learning activities and ensure that you have made progress.
- Participate in the lesson and remain on task throughout the lesson.
- Leave your classroom clean and tidy at the end of the lesson.

*These expectations have been negotiated with the Student Council*

## APPENDIX 2

### BEHAVIOURAL PROCEDURE AND REFERAL SYSTEM TO BE FOLLOWED AT CHILTERN HILLS ACADEMY

Below is a copy of the Behaviour Ladder used at CHA. This applies to students at school, travelling to or from school in uniform and on school-based visits or fixtures and also to dual-registered and “managed moved” students.

### BEHAVIOUR LADDER

Level	Examples of behaviour	Consequence	Who
B1	Talking/preventing others from learning Arguing Out of seat Late to lesson	Verbal warning	Class teacher
B2	Repetition of B1 behaviour Eating in corridor/dropping litter Non-completion of homework and class work Homework not handed in Lack of equipment	Break/lunchtime detention	Class teacher
B3	Persistent B2 behaviour	} Removal from lessons by	Class

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## CHILTERN HILLS ACADEMY

## BEHAVIOUR FOR LEARNING

	Rudeness to a member of staff Refusal/failure to follow instructions Inappropriate language inc. swearing in conversation Lateness to lessons (more than 5 minutes) Being in the vicinity of smokers/those vaping Failure to attend homework detention Graffiti Chewing gum Missing lesson(s) Persistent uniform issues Misuse of mobile technology	} Subject Leader } and a one hour detention  One hour after school detention Letter/phone call home  Missed time caught up after school	teacher, Subject Leader, any member of staff
B4	Persistent B3 behaviour Inciting others to fight Smoking/possession of cigarettes, lighters, e-cigarettes/smoking paraphernalia Failure to attend a B3 detention Misbehaviour during a B3 detention Being caught in an out of bounds area Removal from lesson by Senior Leadership Team /Subject Leader/Academic Year Leader	Principal's detention 1 or 2 hours (Failure to attend will result in further sanctions)	Class teacher, Subject Leader, AYL, any member of staff
B5	Persistent B4 behaviour Walking out of school without permission Damage to school/other's property (cost of repair incurred by student) Swearing across a room at another student Deliberate defiance Racist/homophobic language directed at another person Fighting with another student Bullying incident Behaviour that compromises the safety of others	One day's isolation/Internal Exclusion Room	SLT
B6	Persistent B5 behaviour Swearing at or about a member of staff Theft Intimidating or aggression towards a member of our community Possession and/or consumption of alcohol Persistent bullying Taking inappropriate photographs eg; upskirting Racist or homophobic abuse	Fixed term exclusion from normal school (This could be Learning Zone, Internal Exclusion Room depending on circumstances and how appropriate Fixed Term Exclusion is for individual student)	SLT
B7	Persistent B6 behaviour Possession of offensive weapon or illegal drugs Violence towards a member of our community	Permanent exclusion	Principal

### SEND

When using the Behaviour Ladder all staff must insist upon the same standards in their lessons and follow the Academy policy for Behaviour and Learning. However, reasonable adjustment will be made for students with SEND provision.

All students within the Academy have to follow the Behaviour for Learning policy as shown in student planners on the school website and in classrooms. The Academy recognises that some students with SEND will need additional support to help them think through their actions and the consequences of them, as well

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# BEHAVIOUR FOR LEARNING

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as develop skills to achieve desired behaviour. In these cases, occasionally some children will have a separate behaviour management programme as detailed on their passport.

## GUIDANCE

This Behaviour Ladder is a guide. Depending on the circumstances of each issue, a reasoned judgement will be made by school leaders to ensure that consideration is given to the student involved in the incident and the impact on other students and staff.

This must include at the start of the lesson:

- Students wearing their uniform correctly
- Students standing behind their desks until requested to sit down
- Students having their homework planner, general work book and correct equipment on their desks
- Formal calling of the register within the first 15 minutes of the lesson.

If any behavioural issues arise during the course of the lesson:

- Staff must use the appropriate Behaviour Ladder sanction to deal with low level disruption issues as soon as they arise, to avoid an escalation of the problem.
- The disruption, issue or concern should be logged on SIMS database in the Behaviour section.
- A detention should be recorded in the student's planner.
- Prompt communication with parents usually resolves the issue, before it escalates any further.

Should the problem persist or by nature is of major concern, staff must use support from their Department team in the first instance.

If a student has to be removed from a lesson they should report to or be escorted to the Subject Leader or other department colleague.

The teacher will need to take suitable action. This must include communication with parents. (Prompt communication at all stages is vital and must be recorded. Communication can be in the form of phone calls, notes on student planners and letters home).

Guidance should be sought from the Subject Leader or Learning Leader to offer guidance to the teacher regarding classroom management e.g. seating plans, differentiated work and behaviour strategies. They could also place the student on subject report.

The Subject Leader or Learning Leader should inform the Academic Tutor/Academic Year Leader (using SIMS and/or an email) of action they have taken, including notes of their communication with parents. The Academic Tutor/Academic Year Leader can then effectively monitor that student's behaviour over the whole curriculum.

If there are a number of concerns the Academic Tutor/Academic Year Leader will then take appropriate action and parents/carers will be informed.

If the previous three stages are unsuccessful then the Academic Year Leader may seek the support and guidance of a member of SLT.

## APPENDIX 3

The rewards process at CHA includes giving merits for: Excellent Achievement, Outstanding Effort, Displaying CHA values.

Stickers are available for each these and Sims is set-up to record them, A variety of certificates are awarded to students:

50 merits – Bronze, 100 merits – Silver, 200 merits – Gold, 300 merits – Platinum, 400 merits - Diamond, 500 merits – CHA Merit Certificate.

Students should be praised for their:

- Attitude to learning
- Individual progress
- Citizenship e.g. being helpful, considerate to others
- Being creative
- Excellent attendance
- Effective participation
- Independent enquiring
- Reflective learning
- Self-managing

Methods of praise include:

- Verbal praise
- Phone calls home
- Postcards
- Stickers
- Certificates
- End of term and Key Stage awards
- Vice Principal's Commendation
- Principal's Commendation
- Student of the Month awards and work of the month awards
- Reward excursions
- Attitude to learning celebrations
- Special recognition for tutor groups achieving highest attendance/merits

## APPENDIX 4

### SANCTIONS

Chiltern Hills Academy will secure excellent learning and teaching through good conduct and discipline. If students disrupt the learning and teaching, in addition to support interventions a range of sanctions are available, which include:

- Verbal warning and reprimands
- Detentions, in school and after school
- Subject reports
- Referrals
- Monitoring reports
- Serious cause for concerns
- Internal Exclusion
- The Learning Zone
- Fixed Term Exclusion
- Permanent External Exclusion

## APPENDIX 5

In order to pre-empt the escalation of behavioural problems the Academy offers support, some examples of which are:

- Subject reports
- Monitoring reports
- Contact with parents
- Internal exclusion
- Referral to SENCO – (so that the Academy can engage proactively with parents in supporting the behaviour of students with additional needs. Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a student with a statement of SEN or a looked after child it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required)
- Restorative justice
- The Learning Zone
- Referral to other agencies
- Mentoring

Early Intervention meetings involving a wide range of agencies are scheduled twice a term to discuss the needs of individual students and the best way forward to meet their needs. These may include:

- Educational Psychological Service
- Outreach support or placement at the Student Referral Unit
- Counselling services
- Child and family guidance (Social Care)
- Education Welfare Service
- Common Assessment Framework (CAF)
- Family Support Team
- Lighthouse Mentors
- Connexions
- Minority Ethnic, Travellers and Asylum Seekers (METAS)
- Child and Adolescent Mental Health (CAMH)
- Police and Community Police services
- Education Business Partnership
- Re-integration Team

## APPENDIX 6

### CLASSROOM ENTRY AND EXIT ROUTINE GUIDANCE FOR STAFF

1. Meet and greet your class as they arrive.
2. Stand at the door and smile.
3. Line them up where possible and allow in when quiet.
4. Direct the students to quickly stand behind their desks. Use a seating plan with boy/girl arrangement as far as possible.
5. Coats should be on the back of chairs, and books/folders should be on desks with necessary equipment. Bags should be on the floor not on desks. Planners should always be out. In ICT D&T and other specialist rooms, bags and coats must ALWAYS be put in the designated shelves/areas.
6. Ask the students to be seated.
7. Insist on silence for the register to be taken. Students could be taking down the learning objective or other appropriate activity during the register.
8. Students are only allowed to leave the classroom with teacher permission and they must have a yellow card. Only one student to leave the lesson at any time.
9. Once the learning experience has been completed, students pack up in an orderly fashion and wait until the bell goes. This is a good opportunity to revise key words and prepare for the next lesson.
10. Dismiss students in rows/groups and make a parting greeting where possible. It would help if students were monitored as they leave. Do not dismiss the class before the bell and avoid detaining classes or individuals after the bell as this can lead to disruption of the subsequent lesson.

### Ways to monitor positive reinforcement

Students should be praised for their:

- Good work
- Citizenship e.g. being helpful, considerate to others
- Courtesy and politeness
- Improvement in behaviour
- Sharing
- Showing enthusiasm
- Staying on task
- Participation
- Offering to help without being asked
- Remaining calm in a stressful situation
- Volunteering
- Going the extra mile
- Showing creativity
- Adding to the positive atmosphere
- Being prepared for learning
- Extension work to stretch the able
- Attendance
- Community and caring.

Methods of praise include:

- Verbal praise
- Merits/Credits/Well Done Cards
- Phone calls home
- Postcards
- Stickers
- Certificates

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## BEHAVIOUR FOR LEARNING

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- Vice Principal's Commendation
- Principal's Commendation
- Cakes/fruit/chocolates/plants/pens/gifts/
- Student planner note
- Student of the Month awards
- Special outings/activities/visits for groups/individuals who perform well
- Golden time – time to do favoured pastime, or a class or individual 'trips'
- Attitude to Learning reports
- Class Merits
- Special recognition for tutor groups achieving highest attendance/merits
- Reports and records of achievement

Ways to monitor positive reinforcement:

- Check ratio of praise to punishment (3:1)
- Lesson Observations
- Total of rewards given over a week (Academic Tutors)
- Termly merit totals of form groups accumulated by Academic Year Leader
- Rewards recorded in mark books to enable Subject Leader to track the level of praise given in subject areas.
- Monitoring Student of the Month nominations and awards
- Data collated from Attitude to Learning reports
- Student interviews as part of departmental reviews.

## APPENDIX 7

Fixed term exclusions will not be decided in the heat of the moment unless there is an immediate risk to the safety of others in the Academy or the student concerned. The member of staff who investigates the incident(s) will be a separate person from the one who signs it off. Exclusions will only be decided by the Principal (or Vice Principal designate in the Principal's absence). Reasonable adjustment will be made for students with SEN provision.

### FIXED TERM EXCLUSIONS

A decision to exclude a student for a fixed period, or permanently, should be taken only:

- in response to serious breaches of an Academy's discipline policy; and
- once a range of alternative strategies have been tried and have failed; and
- if allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

#### Before reaching a decision, the Academy will:

- Consider all the relevant facts and firm evidence to support the allegations made. If there is doubt that the student actually did what is alleged, the student will not be excluded; the test will be 'the balance of probability'
- Allow the student to give their version of events
- Check whether an incident appeared to be provoked
- If necessary consult others.

### LENGTH OF FIXED PERIOD EXCLUSIONS

The law allows the Principal to exclude a student for up to 45 days in a school year. However, individual exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the student to re-integrate into the Academy. Work will be set for excluded students to complete at home; additional work will be sent home when work has been returned for marking.

The Principal considering excluding a student for a single block of more than 5 days must plan:

- To enable the student to continue their education;
- How to use the time to address the student's problems; and with the LA/PRU, what educational arrangements will best help the student to re-integrate into the Academy at the end of the exclusion.

### PERMANENT EXCLUSION

A decision to exclude a student permanently is a serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed, including the use of a Pastoral Support Programme.

### INFORMING PARENTS ABOUT AN EXCLUSION

1. The parent of an excluded student must be notified immediately, ideally by telephone, followed by a letter within one school day.
2. Letters about fixed period and permanent exclusions will explain:
  - Why the Principal decided to exclude the student
  - The arrangements for enabling the student to continue their education, including setting and marking the student's work
  - The parent's right to state their case to the Governing Body's Discipline Committee.

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# BEHAVIOUR FOR LEARNING

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- Who the parents should contact if they wish to state their case
  - If the exclusion is for a fixed period, the length and the date and time the student should return to school
  - If the exclusion is permanent, the date the permanent exclusion takes effect, and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident.
3. When a student returns to the Academy after an exclusion, a formal meeting will take place with either the Principal, member of the SLT and/or Academic Year Leader, to re-admit the student, to discuss the incident and set clear targets and expectations for the future. Outside support agencies will be invited as necessary.

## INTERNAL EXCLUSION (IER)

### Rationale

The Internal Exclusion Room is an alternative to external exclusion and therefore is for more serious breaches of Chiltern Hills Academy behaviour policy.

The advantages of using the internal exclusion room as an alternative to external exclusion are listed below:

- ✓ The student is able to follow as far as possible the same curriculum as if they were in lessons
- ✓ There should be no delay in the student receiving the work, unlike waiting at home on external exclusion
- ✓ The work can be returned straight to the teacher for marking and feedback
- ✓ There can be a lack of supervision from parents of an externally excluded student creating a risk for the student or problems outside of the Academy
- ✓ External exclusion can be viewed as a holiday by some students and not a punishment
- ✓ Students can be re-integrated to lessons through the Learning Zone after following a planned programme of support, consisting of restorative justice, reparation and behaviour modification work with appropriate support from outside agencies if necessary
- ✓ It may be a deterrent to others seeing that others are sanctioned for inappropriate behaviour

### Policy

- IER can only be used for serious misdemeanours, which breach the B5 and above sections of the academy behaviour policy
- Students will only be placed in the IER by the Principal and Vice-Principals of the Academy
- Parents must always be informed when a student is placed in the IER
- For repeated visits to the IER or more serious misdemeanours parents should be asked to attend a meeting and a pastoral support plan should be considered for the student
- There will always be consideration of whether a fixed term external exclusion might be more appropriate for a student or as an escalation of sanction for a student who refuses to work with the Academy rules in the IER
- Time spent in the IER will always be in silence, there should be no conversation between students/staff unless it is work related
- The IER Manager will notify staff that a student requires work through SIMS attendance and will keep a central log of students in IER. This log will be available on the shared area for SLT, Academic Year Leaders and Director of Learning Support
- The IER Manager will start a red report for the student as soon as they are placed in IER, this will be followed up with the link SLT

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## BEHAVIOUR FOR LEARNING

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- Students will be taken to break and lunch in the atrium before the rest of the Academy go to lunch, during period 4
- Students may also have a short accompanied walk around the tennis courts as part of their break
- The number and combination of students in the IER on a given day will always be considered carefully by SLT to avoid potentially reducing the effectiveness of the IER
- Suitable (and enough) work will be provided by teaching staff for students (bearing in mind individual needs) in the IER
- Additional work will be available for students to do so that students are working consistently throughout the day
- Where there remain concerns about students going straight back into lessons it may be appropriate to continue behaviour modification work in the Learning Zone whilst students are re integrated back to lessons over a short period of time
- If a student is brought to the IER during the school day, the student should be walked around the outside of The Learning Hub to the back entrance of the IER

### DETENTIONS

Break and lunchtime detentions can be issued to students and completed on the same day. Detentions will be set by staff using the relevant page of the student planner for students to show those at home or staff will phone parents to discuss the circumstances of the detention and confirm the date and time of the detention.

In a lesson a student should be given a number of clear warnings and reprimands and the Behaviour Ladder should be used. A detention should be given if other strategies fail. If there is no improvement in behaviour after a detention has been set there are a number of options. The Behaviour Ladder should be followed at all times. In the most serious cases the Subject Leader or other appropriate nearby colleague can be asked to attend or the student can be sent to them. In such cases it should be ensured that the student has arrived where they have been sent. This can be done through the use of another reliable student (carrying a yellow card) taking a message.

If no-one nearby is available to support or is unable to deal with the situation then the Student Services office should be contacted to call for a senior member of staff. The office staff have a list of "on call" senior staff who are available each lesson.

### STUDENTS WITHOUT PLANNERS

The planner is an integral part of the basic equipment required by all students. All students are issued with a planner at the beginning of the year. Lost or misused planners are purchased from the Student Services office. Academic Tutors will regularly check that the correct equipment is brought into school each day. Academic Tutors will be made aware if a student does not have their planner. A replacement temporary weekly planner card will be issued to the student together with a detention. The pink replacement card should be signed by the parent each day.

### MONITORING REPORTS – RED/AMBER/GREEN REPORT

Report Type	Issued by	Monitored by	Reason for Report
Red Report	SLT	Students report to a member of the SLT/Academic Year Leader each morning (after am registration) and at 3.20pm.	Return from IER / The Learning Zone / FT Exclusion Fighting / Bullying Repeated serious disruption of others'

## BEHAVIOUR FOR LEARNING

			learning Unsatisfactory behaviour on Amber report
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Amber	Academic Year Leader/ SLT	Students report to their Academic Year Leader each morning (after am registration) and at 3.20pm.	Bullying Rudeness to staff Fighting Serious disruption of others' learning Continuous disruptive behaviour Moving from Red or Green report
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Green	Academic Tutor	Students report to their Academic Tutor each morning (after am registration) and at 3.20pm.	Answering back Truancing Disrupting others' learning Failure to attend detention Three referral forms per half-term Moving from Amber report
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A report system is used to closely monitor a student following fixed term exclusion, internal exclusion or as the result of discipline/academic achievement concerns. Students move from Red report through to Amber and then to Green or vice-versa depending upon progress on report and/or starting point. Parental signatures are required each day a student is using the reporting system. Improved behaviour enables students to move more quickly off the report system. Students not improving their standards of behaviour on Red report will attend daytime/after school detentions, IER or Fixed term exclusions

### STRATEGIES TO SUPPORT LEARNING AND TEACHING

Have a pleasant learning environment for the students to work in.

- Arrive at the lesson on time and greet students.
- Insist on high standards but tactically ignore some attention seeking behaviour if appropriate.
- Think about your non-verbal communication.
- Develop positive working relationships with your classes – humour and our interest and enthusiasm for what we are doing make such a difference.
- Be consistent in your approach.
- Think carefully about the words/language you use and avoid non-standard English and other behaviour which does not help to raise standards.
- A look of disapproval can sometimes be very effective or simply stand near someone who is off task and carry on with your lesson.
- Use the classroom expectations and entry and exit routines to remind students of agreed expectations.
- Acknowledge the feelings of the student – “I know you are upset, but .....
- Give students choices when reminding them of consequences: “If you choose to do that, then this will happen.”
- Use positive language to correct behaviour and restate expectations: “Please put your hand up to answer questions,” “Speak politely to each other.”

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## BEHAVIOUR FOR LEARNING

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- Focus on what you want the student to do: “Please get on with your writing task,” then give the student time to respond, and then check they have responded appropriately after a given amount of time.
- Always remember that the focus of disciplinary action and sanctions should always be the behaviour being exhibited not the student.
- Follow through with sanctions, but do not overuse them as this can reduce their impact. If you have to set a detention do review the time of the detention – the Principle is more important than the duration.
- When you have exhausted all channels as a classroom teacher, use the appropriate procedures and seek the support of a colleague if you need.