



# Behaviour Policy (Ready to Learn)

For review by: Assistant Headteacher

Approved by: Academy Governance Committee

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## Introduction

Our aim is to establish the highest possible standards of behaviour at SBL Academy. This is important so that the Academy is always a warm, caring, friendly and happy place where learning can flourish and so that students can go on to meet their future ambitions.

Students' behaviour around the Academy should be of a very high standard; every lesson should be characterised by a clear, focus on learning, enabling student growth and development, free from distractions. Every student and every member of staff should be able to feel relaxed and happy; confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits so that students are well prepared for adult life when they leave SBL Academy.

Our behaviour for learning system has been developed by learning from the best practice in different academies across the country. It is based on the principle that, once students know the expectations and the consequences, they can make the right choices for themselves and for others. When students thrive at the Academy and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour, respect and warmth.

We have an ambition to work with parents/carers to ensure that the experience of each student at SBL is excellent and that students are well-developed, socially skilled, intelligent, confident and well-rounded young people ready to take advantage of the many opportunities available to them in our local, national and wider community.

This policy should be read in conjunction with the following policies and guidance:

- SBL Anti-Bullying Policy
- Futura Safeguarding and Child Protection Policy
- SBL SEND Policy
- Futura Equality Policy
- SBL Attendance Policy
- SBL Teaching and Learning Policy
- Uniform Policy
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022)
- Searching, Screening and Confiscation: Advice for Schools (DfE, 2022)
- Equality Act 2010
- Children and Families Act 2014

## Our Vision

### **'Building aspiration through great learning'**

At SBL, each young person will be encouraged and supported to aim high and achieve her/his ambitions. High quality teaching, a well-ordered environment and a rich curriculum will ensure that

each individual enjoys a positive and fulfilling experience that will set them up for success in life. Their progress will be enhanced further through the wide range of enrichment opportunities they will experience and from the personalised and effective support they will receive.

**'Through cooperation, honesty and effort, all SBL students will learn and develop positivity and resilience that will help them to grow in confidence and achieve the highest possible aspirations for their futures'**

At the heart of our community lie the fundamental values of respect and tolerance. Sir Bernard Lovell Academy is a community where each person is valued as a unique individual and where individual difference is celebrated. We will work together to challenge discrimination and to promote the importance of respecting the beliefs and practices of others.

We aim to have an Academy where all students and staff are able to learn and to teach in a safe, calm, happy and supportive community. We will maintain this by:

- Regularly communicating a clear set of expectations with students
- Recognising and rewarding students
- Having a robust set of systems implemented consistently by every member of staff
- Engaging parents in the process of raising the standards of behaviour for learning

As a comprehensive intake academy, we know that a minority of students will always find it difficult to meet our expectations with consistency. We will always try to meet their needs, enabling them to make a positive contribution at SBL.

All students are expected to display behaviours, which show a respect for their learning and the learning of others. This includes arriving for lessons on time and being equipped for learning. In class students are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. Students who display positive learning behaviours will receive praise and recognition.

## SEND

The SEND Department work very closely with the Behaviour Team to ensure all teachers have valuable and current information so they can adapt their teaching and learning strategies appropriately.

No sanction should ever discriminate against an individual or group of students.

When issuing a sanction, staff will be aware that they discriminate if:

- It treats a disabled student or prospective student less favourably than another for a reason related to their disability and without justification
- It fails, without justification, to take reasonable steps to avoid placing disabled students at a substantial disadvantage. This is often known as the 'reasonable adjustments' duty.
- The Academy's actions could be challenged at, for example, a SEN and Disability Tribunal.

If referred to the Isolation Room, access arrangements may be put in place to support any student with a special educational need. This will be decided in collaboration with the SEND Department on a case-by-case basis and communicated with parents/carers.

## Summary

Ready to Learn is a whole school behaviour and learning policy which covers all aspects of school life. All consequences are given through a central school system and are carefully monitored by the Pastoral Team, Behaviour Manager and senior staff.

The aims of Ready to Learn are:

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to **take responsibility** for their own actions
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural consequences

Ready to Learn is a whole school system which relies on all staff using it in a fair and consistent way. No other consequences for behaviour can be used.

Rules are broken down into 3 areas:

- Rules in the classroom
- Rules around school
- Rules relating to serious incidents

## Rules in the classroom

- **Show you are ready to learn** (by starting promptly and continuing to work to the best of your ability)
- **Arrive to all your lessons on time** (within 3 minutes of the bell)
- **Sit where you are told**
- **Listen respectfully when others are talking**
- **Keep off-task conversations for social times**
- **Work in silence when an adult asks you to**
- **Allow others to learn** (do not distract people)
- **Stay in your seat**
- **Don't eat or drink** (only water is allowed in lessons – nil by mouth in science)
- **Speak to others with respect**

**During each lesson:**

If you break one of these rules, an adult will tell you that you have a “warning” and your name will be written on the RTL board. If you break a rule for a second time, you will be sent to the Isolation Room for 5 periods, including your break, tutor & lunchtime. Parents/carers, Virtual School Headteacher and social workers will receive a text message from the school if their child is sent to the Isolation Room.

## Rules in PE

### **Sending students to the Isolation Room from PE lessons**

The procedure for sending students to the isolation room from a PE practical lesson is different from the normal procedure, due to PE staff unable to connect to the Wi-Fi in many areas.

Each member of the PE team has a mobile phone that is to be used to contact the IR instead of the online system. Once the student has been asked to go to the Isolation Room the member of staff will call the Isolation Room to inform them of the following information:

- Name of student
- The 2 reasons that has led to the student being sent to the Isolation Room
- The student will go straight to the Isolation Room in their PE kit

Each student has been asked to have a partner who will pack up their uniform at the end of the lesson and bring it over to the Isolation Room. That student will be issued a card that they can use to explain why they are late to their next lesson.

At the discretion of the staff in the Isolation Room, the student will be given the opportunity to change back into their uniform and return to the Isolation Room.

Should both students be sent to the Isolation Room, their member of staff will bring their uniform across as soon as possible.

### **What happens if we are teaching off site (Redfield Edge Site)**

As we are unable to allow a student to return to school on their own, we will remove the student to a safe part of the field and they will then be under Isolation Room rules.

At the end of the lesson the student will return to school with the rest of the class, change back into their uniform and then go straight over to the Isolation Room.

Their member of staff will phone across to the Isolation Room at the end of the lesson and give the following information:

- Name of student
- The 2 reasons that has led to the student being sent to the Isolation Room
- If they have received any Isolation Room warnings during the time in which they were removed from the lesson at Redfield Edge.

## Rules around school

At SBL, we expect students to behave with consistently high levels of respect for others. Students are encouraged to create a school environment where commonalities are identified and celebrated, difference is valued and nurtured and anti-social behaviour is never tolerated.

### Academy Detentions

There are no warnings for these rules.

You will receive an 'Academy Detention' for any of the following:

- Running indoors
- Eating and drinking in banned areas
- Shouting
- Not clearing away your waste in the canteen or dining hall
- Pushing/shoving (Inappropriate physical contact)
- Being out of bounds
- Inappropriate language or attitude
- Dropping litter/throwing food/water
- Failure to bring correct equipment to school (tutor only)
- Incorrect uniform/not wearing uniform appropriately (skirt and blazer).

### Late Detentions

- If you are late to school (8:46 onwards) you will receive a 30 minute detention.
- Three or more lates to any lesson during a week will result in a late detention of 30 minutes.

### Specialist Equipment

In some subjects (PE and Food Technology) you are required to bring specialist equipment such as your PE kit or ingredients. If you do not bring this equipment the lesson cannot take place and your learning is at risk.

- If you do not bring your specialist equipment your teacher will put a 'K' code in the register. If you get three codes in one term you will be sent to the Isolation Room, this will be tracked by your subject teacher.

*The school can support students who are eligible for the Pupil Premium – please talk to your Head of House.*

## Rules relating to serious incidents

<b>Defiance</b> - Refusal to carry out a reasonable request of walking away from a member of staff	Students should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?" There must be no negotiation. If a student does not immediately comply with your request, he or she should be sent straight to isolation.
<b>Tuancy</b> - Being out of lesson for more than 10 minutes without permission	Students may only be out of lessons with an exit pass. If a student breaks this rule and is out for more than 10 minutes of a lesson. This will immediately result in a referral to the Isolation Room for 5 lessons.
<b>Verbal abuse of staff</b>	This may include: <ul style="list-style-type: none"> <li>• Swearing at staff</li> <li>• Rudeness and name calling</li> </ul>
<b>Physical abuse/assault of staff</b>	This may include: <ul style="list-style-type: none"> <li>• Pushing past staff</li> <li>• Throwing items at staff</li> </ul>
<b>Verbal abuse towards student</b>	This may include: <ul style="list-style-type: none"> <li>• Swearing</li> <li>• Rudeness and name calling</li> </ul>
<b>Physical abuse/assault towards student</b>	This may include: <ul style="list-style-type: none"> <li>• Pushing / hitting</li> <li>• Fighting</li> </ul>
<b>Dangerous behaviour</b>	This may include: <ul style="list-style-type: none"> <li>• Threatening behaviour</li> </ul>
<b>Possession or use of prohibited substances (drugs or alcohol)</b>	This is against the law, and may result in permanent exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
<b>Smoking/vaping</b>	Smoking and vaping are not permitted anywhere on the school site. If a student is seen smoking or has the clear intent to smoke on the school site, this will result in a referral to the IR. After a second incident the student will be suspended and a third could result in permanent exclusion.
<b>Possession of a weapon or dangerous item</b>	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
<b>Possession of other prohibited item on the school site</b>	This will be dealt with on a case by case basis.
<b>Malicious setting off of the fire alarm</b>	This is against the law and causes significant disruption to the whole school and the emergency services.
<b>Deliberate damage to or theft of property</b>	This may include: <ul style="list-style-type: none"> <li>• Deliberate vandalism of lockers, display boards, doors and windows.</li> <li>• Deliberate vandalism to the school toilets</li> </ul>
<b>Sexual violence</b>	See the final section of this policy for further details
<b>Sexual harassment</b>	See the final section of this policy for further details
<b>Bullying</b>	This may include: <ul style="list-style-type: none"> <li>• Physical or verbal abuse of others</li> <li>• Offensive text messages or misuse of social networking or other internet</li> </ul>

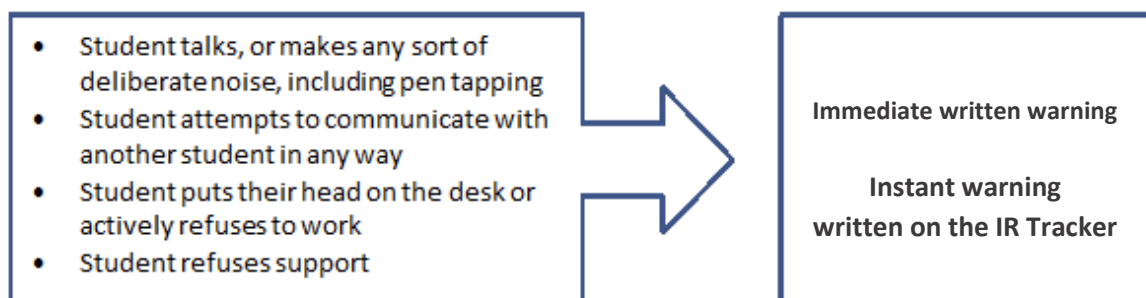
	sites <ul style="list-style-type: none"> <li>• Please see the Anti-Bullying Policy</li> </ul>
<b>Discriminatory language directed at another person</b>	This may include: <ul style="list-style-type: none"> <li>• Verbal abuse of others</li> <li>• Offensive text messages via any media</li> </ul>

## Rules in the isolation room

Students must work in silence at all times, in 'exam conditions'. If a student shows they are not 'Ready to Learn' in the Isolation Room, then they must immediately receive a warning. If they show this again they must receive a second warning. At this point, the administrator will contact home to alert the parent or carer that their child is on their last warning and will be excluded if they disrupt again. If they receive a third warning they will be excluded for the rest of the day and will be required to serve 5 periods in the Isolation Room on return.

The Isolation Room will have the same rules as an examination, with two important exceptions:

1. Students are allowed to ask for help
2. Students must continue working



### Arriving in the Isolation Room

Students must arrive at the Isolation Room within 5 minutes of when the class teacher's referral was sent. If they do not, they will be excluded for that day and on return will still serve their remaining time (5 periods) in the IR.

### Exceptions to staying in the Isolation Room

A student must not be allowed out of the Isolation Room to attend a normal lesson, including a lesson to complete coursework. A student may only leave the Isolation Room if:

1. They have a public examination / NEA & Controlled assessment
2. They have a literacy, numeracy or behaviour intervention
3. They have a pre-arranged appointment out of school
4. They have a learning visit that is an integral part of an examination course *If a student is not permitted to leave the Isolation Room for a school trip we will make everyone effort to refund costs*
5. There is an emergency evacuation procedure.



## Behaviour Stages

In order to avoid a situation where a student continues to fall short of the Academy's expectations without further consequence, behaviour stages are closely monitored by the Behaviour Team. The behaviour stages can be found in Appendix A.

Should a student trigger a behaviour stage, a letter will be sent and a member of the Pastoral Team will be in contact with parents/carers.

## Suspensions and Re-Integration

Following a suspension from school, a member of the Pastoral Team will aim to hold a re-integration meeting with parents/carers. If a student is suspended for more than 5 days, educational provision will be provided from the 6<sup>th</sup> day onwards.

## Behaviour Outside of the Academy

The Academy has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

## Managing sexual violence and sexual harassment between children

Sexual violence and sexual harassment are never acceptable and will not be tolerated at Sir Bernard Lovell Academy. If during the triage, processing, or investigation of an incident it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the Designated Safeguarding Lead (or a deputy) will be informed.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made; the Designated Safeguarding Lead (or a deputy) will take a leading role and coordinate a considered and appropriate response.

The victim(s) will be reassured that they are being taken seriously and the school will keep them safe. They will also be given as much control as is reasonably possible regarding how any investigation will be progressed. Sir Bernard Lovell Academy may be supported by other agencies, such as children's social care and the police as required. Pending investigation into a serious allegation, the children involved will be separated until the investigation is complete. This will be

achieved by moving the alleged perpetrator(s). This is for the protection of the children involved and is not an assumption of guilt.

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our behaviour policy; this would include the consideration of permanent exclusion. Where a criminal investigation into sexual assault leads to a conviction or caution the school will consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

<i>Sir Bernard Lovell Academy Roles and Responsibilities</i>	
Headteacher	Dr R Bassford
Assistant Headteacher	Mr G Lyle

# Appendix A - Consequence Stages

Students' sanction stages will be recorded on a central record. Sanction stages are monitored and reviewed over a 7 week rolling cycle. Serious incidents may result in the pastoral team placing a student on a stage, which is felt appropriate by the Academy.

1

**Trigger:**

- 3 IR referrals (from lessons)
- 2 FTEs
- 2 Serious incidents

**Action / Intervention:**

- |  |  |
|--|--|
| <input type="checkbox"/> Stage 1 letter home                                       | <input type="checkbox"/> Behaviour support sessions with our behaviour manager |
| <input type="checkbox"/> Behaviour strategies added to student's Mintclass profile | <input type="checkbox"/> Positive report card – checked by the student's tutor |
| <input type="checkbox"/> Teachers updated at staff briefing                        |  |



2

**Trigger:**

- 6 IR referrals (from lessons)
- 4 FTEs
- 4 Serious incidents

**Action:**

- Intervention Move
- Stage 2 letter home
- Meeting with parents
- Add extra detail to student's Mintclass profile
- Teachers updated at staff briefing

**Intervention:**

- Report card to Head Of House
- Peer mentor
- Learning observations by SEND team
- More frequent behaviour support sessions
- Adapted timetable
- Tutor / house move
- Consider EHAP



3

**Trigger:**

- 10 IR referrals (from lessons)
- 6 FTEs
- 6 Serious incidents

**Action:**

- Longer intervention move
- Stage 3 letter home
- Behaviour plan
- Meeting with parents to discuss and sign behaviour plan
- Update student's Mintclass profile
- Teachers updated at staff briefing

**Intervention:**

- External behaviour mentoring
- Wider timetable change
- Alternative provision
- Other:



**Managed move and/or High Risk Group**

**Additional Trigger Points:**

- If a student refuses to attend the Isolation Room on two consecutive occasions they will be referred to the Isolation Room of another school for three days (this is referred to as an intervention move).
- If a student is Fixed Term Excluded from the Isolation Room on two consecutive occasions they will be referred to the Isolation Room of another school for three days (this is referred to as an intervention move).