



LONG FIELD ACADEMY

Behaviour For Learning Policy

Formulation Date:	January 2015
Senior Team Responsibility:	Principal
Governors' Reviewing Committee:	QSTLS
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Associated Documentation:	Long Field Charter for Success Long Field Academy – Behaviour for Learning

1. Scope of the Policy

This Policy applies to all students at Long Field Academy.

2. Key Requirements/ Legal Duties

- 2.1 This Policy responds to the requirements of the Education Act 2011, the Education and Inspections Act 2006 and Independent Schools Standards Regulations 2010. This includes the requirement that all schools, academies and free schools must have a Behaviour Policy which must be available to all parents and prospective parents. The Academy acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEN.

3. The Governing Body's Statement of Behaviour Principles

- 3.1 At Long Field Academy we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of Academy life is necessary.

4. Introduction

- 4.1 Long Field Academy endeavours to provide a safe learning environment in which students can feel and be safe, enjoy and achieve. The Academy recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment on promoting positive learning behaviours and good order. The Academy's behaviour management strategy emphasises positive, proactive strategies and a range of interventions in order that the Academy environment is one of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility, it is all of ours. To achieve these outcomes teachers and other Academy staff will be supported so that they are skilled at managing and improving student's behaviour.
- 4.2 The Principal and Senior leadership team will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff's authority to discipline anti-social and disruptive behaviours, and the students who exhibit such behaviours, and ensuring that this happens consistently across the Academy.
- 4.3 This policy should be read in conjunction with the Academy's Exclusion Policy.

5. To Achieve our Aims Staff at Long Field Academy will:

- Place the emphasis on learning and teaching.
- Recognise, praise and reward appropriate behaviour.
- Ensure early intervention.
- Ensure students follow the Academy expectations during lessons, on corridors and in free time.
- Take responsibility for behaviour initially – seeking support/advice when required.
- Ensure sanctions are in proportion to the nature of the incident and the circumstances/ needs of the student.
- Work in partnership with parents and carers.
- Provide a safe, welcoming environment.

6. Positive Reinforcement and Rewards

- 6.1 The Academy recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.
- 6.2 The following should underpin all of our interactions with students and each other:
- a. Respect each other.
 - b. Listen to each other.
 - c. Treat everyone as an individual.
 - d. De-escalate incidents and seek to reconcile.
- 6.3 These follow the Long Field Charter for Success
- 6.4 The Academy uses the following rewards to support student behavior and achievement:

- House Tutor Award 50points+ at the end of each term
(awarded in House Time)
- Head of House Award 75+ points at any point in the year
(awarded in House Assembly)
- Principal's Award 100+ points at any point in the year
(awarded in Full School Assembly)
- Governors' Award 125+ points at any point in the year
(awarded in end of term/year
assembly)

Postcards or letters home for subject achievement to be awarded by Curriculum Directors at their discretion

Postcards or letters home for subject achievement across a number of subjects and/or House/Whole School representation to be awarded by Heads of House at their discretion

Good/Outstanding Attendance

- Attendance Certificate (each term) – Gold for 100%, Silver for 98% and Bronze for 97%

All certificate winners listed in LF Life and added to a “success” board displayed in the school.

Allocation of Reward Points

- Progress – expected, above, exceptional –2,4,6 points respectively
- Excellent effort – in lesson 1 point
- Excellent effort over an extended piece of work – 10 points
- Engagement with extra-curriculum & out of hours learning/intervention sessions – 2 points
- External examination results e.g. piano – 5 points
- Whole school representation – School Council, Open Events, public facing events, whole school assemblies – 2 –10 points depending on event
- The Academy operates a points system to reward students for positive behaviour. Students will enter the Academy with 0 points each academic year. They will have the opportunity to gain points through positive behaviour. Negative behaviour will result in the removal of points. Students must have a minimum of 50 points and have at least 95% attendance to access rewards events i.e. the Prom for year 11 students.

- 6.5 By these means the Academy seeks to motivate students, create a positive learning environment, raise student self-esteem, and provide systems which can be used by all staff to contribute to raise levels of achievement.

7. Uniform, Behaviour around the Building and Out of Lessons

- 7.1 Students are expected to behave in a manner which respects themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. This includes towards fellow students, staff and visitors.
- 7.2 Positive behaviours include setting high standards by wearing correct uniform and moving in a manner which is orderly and respects the health and safety of others. Expectations on uniform and orderly conduct are reinforced in assemblies and by focused drives.
- 7.3 The use of mobile phones is not allowed during the school day unless under specific instruction from teaching staff for academic purposes.
- 7.4 The Academy reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by providing appropriate uniform from an Academy resource. Refusal to cooperate will result in a potential isolation.
- 7.5 Students must wear uniform at all times as described in the work book, both inside and on the school grounds.
- 7.6 In lessons, with the teacher's permission, blazers may be removed but put back on before leaving the classroom.
- 7.7 Black jumpers may only be worn under and not instead of a blazer.

8. Behaviour in Lessons

- 8.1 All students are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the Academy's belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours, and students displaying adverse behaviours, will be corrected in line with the Academy's range of disciplinary sanctions.

- 8.2 Additional to the types of behaviours which place a student at risk of exclusion and poor learning behaviours, include a lack of effort, a lack of work, failing to complete independent study tasks, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.
- 8.3 House Tutors are responsible for sanctioning students in the first instances for uniform, lates, poor language and points loss. Curriculum directors are responsible for sanctioning students for poor subject behaviour and hosting. Heads of House are responsible for sanctioning overall consistent poor behaviour. Sanctions by the Heads of House include allocating students' report cards, parental meetings, internal isolations and after school detentions.

It is the responsibility of all staff within the Academy to monitor and enforce positive behaviours and expectations within the Academy.

9. Disciplinary sanctions

- 9.1 This is dependent on the students' age, the nature of the offence and the severity of the behaviour, the Academy will use a range of strategies to correct poor student behaviour.

The Academy has a behavior management procedure in place which all staff should be using (see Appendix 1)

10. Detentions

The Academy may inform parents through telephone calls, text messages or other means as appropriate.

When a serious behaviour incident arises, HoH and/or SLT may impose a same day detention. This will be supervised by the HoH/SLT on a rotational basis and the detention will last for 1 hour. A record of detentions set and served will be maintained on the Academy's public drive.

11. Monitoring, support and intervention

- 11.1 Through the pastoral and guidance systems, the Academy has staff whose role is to support student welfare and well-being. This includes helping to make explicit the Academy's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.
- 11.2 The Academy accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning

behaviours. For these students the Academy will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise and short term placements. Identification of need and progress will be monitored via the Inclusion team, and the involvement of parents.

12. Exclusion

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

12.2 In line with the Academy's Exclusion Policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy:

- a. Physical assault against a student.
- b. Physical assault against an adult.
- c. Verbal abuse/threatening behaviour against student.
- d. Verbal abuse/threatening behaviour against an adult.
- e. Bullying.
- f. Racist abuse.
- g. Sexual misconduct.
- h. Drug and alcohol related.
- i. Damage.
- j. Theft.
- k. Persistent disruptive behaviour.
- l. Weapons related.
- m. Posing a health and safety threat.

12.3 Also in line with the exclusion Policy, the Academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the Academy, thus placing the student at high risk of permanent exclusion. For further detail on the circumstances in which the Academy will either use a fixed term or permanently exclude a student, refer to the Exclusions Policy.

13. Freedom from bullying

13.1 The Academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying. The Academy also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989. These place a duty on all Schools and Academies to have measures to encourage good behaviour and prevent all forms of bullying amongst students. The Academy participates in the annual Anti-Bullying Week.

13.2 In respect of anti-bullying the Academy seeks to:

- a. Actively involve & inform parents.
- b. Take any concerns seriously and resolve the issue in a way that protects the child.
- c. Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions.
- d. Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders.
- e. Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of the Academy concerns including cyber bullying.
- f. Update Policy & Practice including new technologies, for instance updating 'Acceptable Use' Policies for computers.
- g. Appropriate to student age, promote tolerance, understanding and challenge prejudice.
- h. Work with the wider community such as the Police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

- 13.3 The broader element of ensuring that students are able to understand and respond to risk is covered by the Academy's safeguarding practices and through the PSHE programme.

14. Behaviour outside the Academy

14.1 Students who breach the Academy's Behaviour for Learning Policy whilst on Academy business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the Academy. For incidents that take place outside the Academy and not on Academy business, this Policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the Academy or on a journey to and from the Academy. Other relevant factors include whether the student is wearing Academy uniform or is in some other way identifiable as a student at the Academy and whether the behaviours could adversely affect the reputation of the Academy.

14.2 For acts of aggression or which threaten the health and safety of others, the Academy reserves the right to involve the Police. Equally, if the Academy considers that the behaviour might be linked to a young person suffering, or being likely to suffer significant harm safeguarding procedures may be applied as required.

15. Screening and Searching Students

15.1 The Academy acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students.

15.2 As a result Academy staff may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff. As above, the Academy may give due regard to Police involvement or initiating safeguarding processes.

16. The use of Reasonable Force

16.1 The Academy acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all Academy staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

16.2 It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.