



Behaviour for Learning Policy

Adopted: April 2017

Next review date: April 2019

Behaviour for Learning Policy

At LeAF Studio we aim to maintain a disciplined, organised and **friendly** atmosphere in which **everyone treats each other with courtesy, respect, honesty and tolerance.**

AIMS

- To create an environment that allows teachers to teach and all learners to learn effectively and achieve their full potential.
- To encourage learners to develop high standards and good habits that will allow them to achieve their potential in their adult lives.

The policy and the associated appendices will give guidance to;

Learners	- to enable them to understand their responsibilities and rights
Parents	- to know that they will be supported by the school to enable their child to achieve and mature
Staff	- to promote positive behaviour and to respond to incidents of inappropriate behaviour
Principal's Discipline Committee	- as needed
Relevant external agencies	- if required

EXPECTATIONS OF STUDENTS

We are all responsible for our own actions. LeAF Studio is committed to equal opportunities and anti-bullying and will not tolerate incidents of abuse, harassment or violence against others. We believe we are a community of learners where we value each other and help one another to do our best. We are proud of what we achieve together and as individuals at LeAF Studio and beyond.

Our policy is based on the premise that:

- Each student has the right to learn
- Each teacher has the right to teach without interruption
- Every parent has the right to information about their child's behaviour and to work in partnership with LeAF Studio to encourage high standards
- Each participant in this partnership needs to be aware of these standards

We believe that acceptable behaviour can be defined and

- Includes **respecting others** as well as **other cultures and beliefs**
- Includes listening to and responding appropriately to teachers and each other
- Includes avoiding conflict with others
- Includes being **honest**

We believe that we should:

- Care about the LeAF Studio community and the people that live and work here
- Treat others with **kindness, respect, courtesy and politeness** at all times
- Not to shout, name-call, or use abusive language
- Help anyone who is hurt or upset and inform staff when needed
- Tell the truth about what happened when reporting an incident
- Avoid escalating incidents through word or deed

Above all it means our students accepting responsibility for their own actions and ensuring that they do not adversely affect the education of others by poor behaviour.

Parents/carers and teachers have joint responsibility to support learners to behave responsibly. There is an expectation that parents/carers will sign the Home-School Partnership Agreement. LeAF Studio aims to work with parents should difficulties arise and encourages parents to work with the School to implement strategies to change behaviour patterns.

We want to learn, and become responsible members of the community. We will:

- Follow the Classroom expectations displayed in every teaching area
- Follow instructions without argument and comply with school sanctions if we break a school rule
- Allow others to stay focused on their work, and not disrupt their learning
- Follow behaviour for learning expectations when on LeAF Studio trips and visits
- Only use mobile phones during break and lunch times or if directed by teachers within lessons
- Ensure we bring the necessary equipment for each lesson and only use an appropriate school bag - see essential equipment guidelines.

We care about the environment in which we learn and work. We will:

- Treat all LeAF Studio property with respect
- Walk around LeAF Studio in a quiet and orderly manner
- Eat and drink in the cafe or designated areas **only**
- Use the litterbins provided

We will keep each other safe. We will:

- Tell staff if we see strangers on LeAF Studio's site
- Tell an adult if we are being bullied, or we know that others are being bullied
- Follow the e-safety rules for safe use of ICT and tell an adult if another learner is not using the Internet or School network safely
- Follow classroom safety rules
- Not interfere with fire safety equipment
- Report any breakages to staff

We take pride in our appearance as a member of LeAF Studio. We will:

- Wear the LeAF Studio uniform at all times around the site and ensure it is all named – no non-uniform items permitted including hoodies other than those stipulated in the Uniform Policy.
- Coats should only be worn outside of the main building between facilities.
- Adhere to the School Appearance Expectations (including piercings and hair)

We respect our own and other people's property. We will:

- Label all our equipment
- Only bring a small amount of money into LeAF Studio and only if we need to
- Lock our bikes up securely when we bring them to LeAF Studio
- Keep all valuable property at home; LeAF Studio cannot be held responsible for loss or damage

PROHIBITIONS (see Exclusions Policy)

We know that:

- Smoking is banned on the LeAF Studio site, around LeAF Studio and the immediate vicinity
- High energy drinks are banned from site, unless participating in a sport with agreement from Coach / teacher
- Alcohol, illegal substances, drugs, cigarettes, e-cigarettes, matches and lighters, aerosols, dangerous items, weapons, knives and / or stolen items must never be brought into LeAF Studio or carried or used on site. Failure to comply may lead to permanent exclusion.

• **STAFF RESPONSIBILITIES**

All staff are expected to:

- Model high standards of behaviour, both in their dealings with students and each other
- Promote a climate which enables all learners to flourish, recognising that we all have different strengths and needs
- Promote high standards of learning and achievement
- Promote equality of opportunity in a secure and supportive learning environment
- Promote good relationships in LeAF Studio's community through the consistent application of clear rules and expectations
- Promote learner self-discipline and **respect for self, others and the environment**
- Promote an ethos of help and support to enable all learners to feel part of the LeAF Studio community and to take **pride** in that community
- Follow the Behaviour for Learning structure as set out in this document

THE BEHAVIOUR FOR LEARNING REWARDS

At LeAF Studio we pride ourselves on recognising achievement in all its forms. We issue rewards to students in a variety of ways and for a range of reasons. Obviously we expect all our students to work hard and do their best, as well as expecting them to behave appropriately and with respect for others. Rewards are therefore given when students go beyond these basic expectations. Examples they are issued for:

- 100% attendance within a progress cycle
- consistently good work within a subject area over a period of time
- contributions to charity events and fund-raising
- any other reason deemed worthy of recognition by a teacher

Positive Behaviour Overview

Core Values

- *We are an inclusive community*
- *We focus on the positive – staff's role is to promote the best in every student*
- *We believe that the majority of behaviour is learnt behaviour and our role is to model positive behaviour to create mutual respect between staff and students*
- *We believe it is essential to separate the behaviour from the individual – every mistake offers the choice to put things right.*

Core Strategies

In order to engage students in learning staff will use a range of strategies and have:

- *High personal expectations of every student and make these expectations the focus for learning*
- *Apply rules, routines, sanctions and rewards consistently*
- *Fairly deploy a range of techniques and strategies to deal with behaviour – verbal and non-verbal*
- *Use the language of mutual respect*
- *Avoid over-reaction and confrontation*
- *Adopt a positive approach to problem solving - group dynamics and individual behaviour can be changed.*

A consistent and fair approach

Apply rules, routines, sanctions and rewards consistently and fairly

Following set routines and procedures every lesson minimises conflict with students. This level of consistency by all staff also maximises the emotional well-being of students and creates the right mind-set for positive behaviour.

4 Golden Rules for Learning

This level of consistency is consolidated by using the following rules with students:

1. *We listen to staff and follow instructions straight away*
2. *We bring to the lesson the right equipment for learning*
3. *We listen to other students*
4. *We respect other people and their property*

The Rewards System

Recognising and rewarding student achievement is at the heart of our approach to positive behaviour for learning. Our public celebration of positive behaviour enables

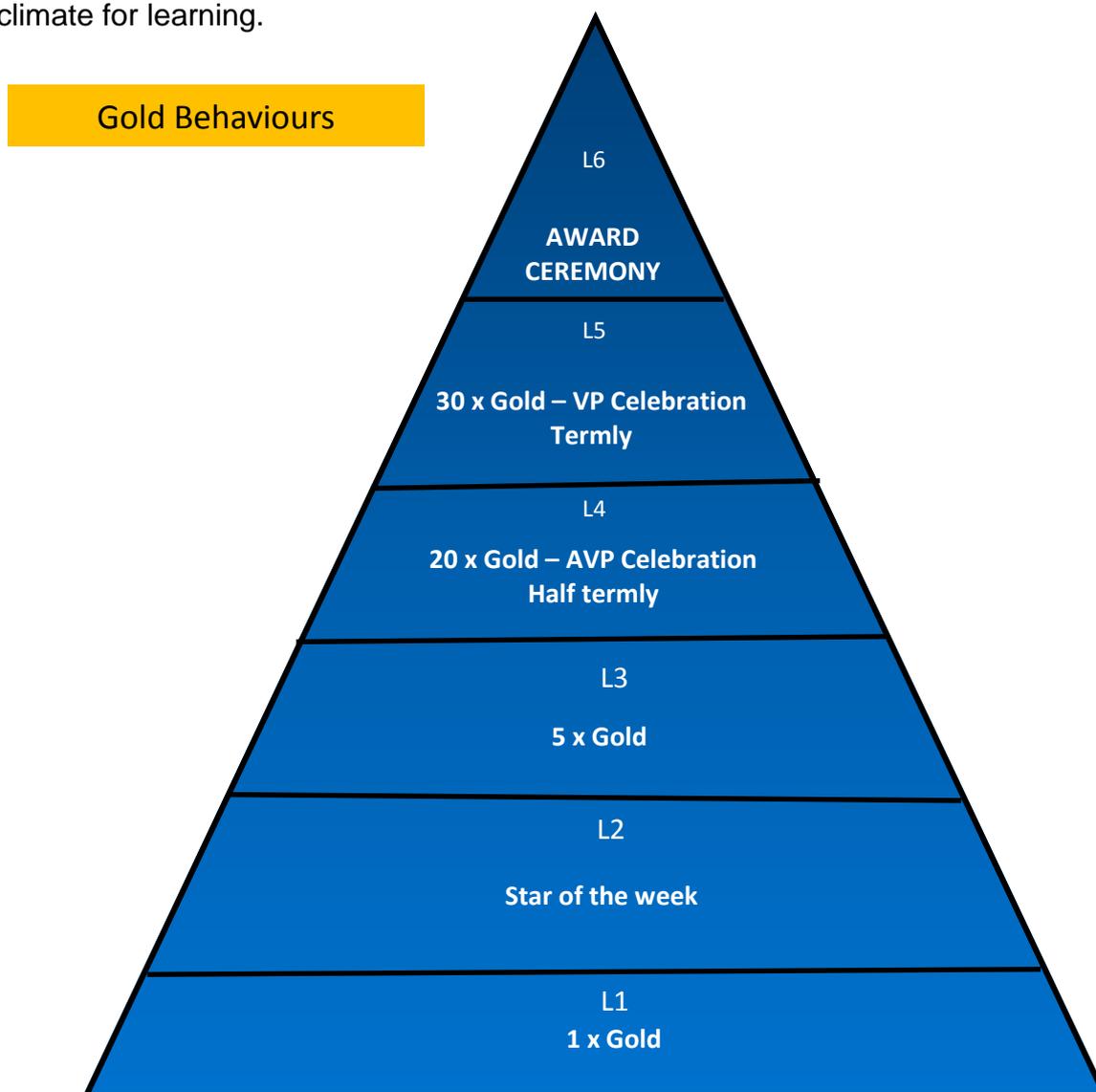
students to see the rewards of positive behaviour and to learn appropriate behaviours of their own.

Aims of the Reward System

- To create a positive ethos through effective recognition of achievements. This includes rewarding students who demonstrate behaviour for learning inside the classroom and those who are excellent members of the school community outside of the classroom.
- To ensure practice is consistent across the school.

Stages of the Reward System

The reward system runs in parallel with the sanction system and is displayed in a pyramid format. The rewards pyramid encourages active and direct involvement of all staff and students at LeAF Studio. The system allows for all students regardless of ability, gender or age to be given the opportunity to operate within the rewards framework. Central to the rewards philosophy is the expectation that all teachers will praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key factor in motivating students and establishing a positive climate for learning.



Level 1: *Weekly Celebration*

Commended students will be celebrated through the LeAF Studio social media page

Level 2: *Tutor Board, Star of the Week Board*

The students' photographs are displayed alongside wording of the labels to go with the photographs. A tutor board is dedicated to student achievement and this is then added on a weekly basis.

Level 3: *Post Card Home Presented By Tutors*

Each term students share with their tutor, activities they have been involved in both inside and outside of the school.

Level 4: *Assistant Vice Principal Presents Certificate plus hot chocolate*

This will be carried out every 6 weeks.

Level 5: *Vice Principal Presents Certificate plus a prize*

This will be carried out every term.

Level 6: *Principal Award Ceremony*

All students (of each year group) are invited to attend the assembly in the summer term. Students are nominated for an award in either academic or their specialism. The student will receive a trophy and certificate. All nominated students will be placed on the school website displaying the results of the evening.

The Behaviour and Expectations System

Everyone in LeAF Studio community has a responsibility to promote positive and appropriate behaviour. The Principal and Governing Body are responsible for reviewing this policy in consultation with the LeAF Studio community on a yearly basis.

The LeAF community is responsible for the promotion of this policy in a consistent and positive way. The values, standards and expectations affirmed in this policy are supported through the taught curriculum across all subject areas.

The structure of LeAF Studio's response to different levels of behaviour is set out below:

LEVEL 1 – Classroom Teacher Responsibilities (Bronze)

Low level disturbance during the lesson, e.g. talking out of turn and slowing the constructive pace of a lesson. The classroom teacher is responsible for dealing with behaviour during their lessons and for ensuring home work is completed.

- All classroom teachers should ensure they deal with basic behaviour. This will be at the teacher's discretion but carried out professionally. The Behaviour Tool Kit booklet will support this.
- Sanctions to be used by the classroom teacher should include break or lunch-time support sessions to complete work, phoning home to discuss the issue and explain the sanction.

- A member of staff must, at this stage, keep ownership of the sanction. The student must see that the member of staff has a right to discipline them and that a failure to accept this authority will lead to further sanctions.
- An Expectation Ladder will be placed in each classroom, clearly demonstrating the expectation we have of our students. The student ethos poster will also be displayed.

SIMS Entries:

- Entries must be recorded simply e.g. abusive, inappropriate language, persistent disruption. **Staff are NOT to make this into a narrative.**
- Support sessions, times and places should be recorded
- Any contact made with home should be logged

Subject teacher to give a support session/move seat/reprimand.

- The Tutor/Pastoral lead.
- If there is a higher order incident; abusive language, threatening behaviour to either student or teacher, then the student is sent to whoever is available from the School Leadership team.

LEVEL 2 – Subject Teacher / Tutor / Pastoral Lead Responsibilities (Bronze)

- 3 bronze in same subject area = Subject teacher report.
- 5 across subjects = Tutor report

Persistent failure to comply when a level 1 response has been followed through by staff e.g. a situation where a student needs to be isolated from their particular learning group.

- Students who fail to respond to monitoring and target setting at Level 1 will need to be referred to the Subject Teacher / Tutor / Pastoral Lead for additional support.
- The Subject Teacher / Tutor / Pastoral Lead could remove a student to a different classroom until a discussion with the student has taken place. Student should be asked to sit at a specific desk, which needs to be returned to the reception at the end of the day.
- The Subject Teacher / Tutor / Pastoral Lead will place the student on an “Expectation Contract”, (see Appendix 3 for an example of Science curriculum area) for 4 lessons in order to monitor said student. (This can be flexible and dependent on a Curriculum Area, as some Curriculum Area only see students once a week and others more frequently). The Subject Teacher / Tutor to advise Reception and a standard text will be sent to inform parent/carer of this.
- Should expectations continue not to be met, the Subject Teacher / Tutor will meet with parents/carers with the classroom teacher present if appropriate.
- Parents and students should be aware that this information could be passed to other educational establishments and potential employers. It can also affect their ability to take part in any off site activity and/or internal activity with outside speakers.

- If a student improves whilst on Subject Teacher / Tutor report, then the Subject Teacher / Tutor ends it and notes this on SIMS. Should a student fail this report then the student will move to Level 3.
- At each stage students and parents should be informed in writing that being on behaviour report will be placed on the student's record.
- 1 lesson = warning / break time support session (ss).
- 2 or more lessons = Assistant Vice Principal (AVP) report.

ALL CONTACT WITH PARENTS MUST BE RECORDED ON SIMS

LEVEL 3 – Assistant Vice Principal (Developmental)

- When a student has failed to respond to Level 2 sanctions and interventions the AVP will become involved. This will happen when the Stage 2 process has run its course or if the AVP, alerted by SIMS, recognises that there are issues with a student across three or more subjects.
- The AVP will, in the first instance, interview the student and place him/her on Pastoral Report. There will be appropriate specific targets on the report, agreed with the AVP. It is the responsibility of the classroom teacher to put ticks or crosses on the report card for each target. Every cross should generate a SIMS entry. Report cards will be checked at break, lunch and end of school day by the AVP.
- The AVP to put this information on SIMS, advise Reception and a standard text will be sent to inform parent/carers of this. Parents/carers could be invited in for a meeting, at the discretion of the AVP. An expectation contract will need to be completed. A risk assessment will need to be considered and completed at the meeting with parents if need. SENDCo will need to be contacted to see if further support is required for the student.
- A weekly update of students on report should be sent out on a Friday for the coming week, this will also be on Monday's briefing notes.
- The student will be required to attend break time SS each day for any cross that is received.
- In addition to this, students may be placed in to an SLT support session held on Friday 3pm – 4pm.
- A student will stay on AVP report for two weeks. After coming off report, if within four school weeks there is a recurrence of unacceptable behaviour this will be reported to parents and the student will go back on report at the same stage.
- Any further recurrence of poor behaviour will lead to Stage 4 Report and a further meeting with parents.
- At each stage students and parents should be informed in writing that being on behaviour report will be placed on the student's record. Parents and students should be aware that this information could be passed to other educational establishments and potential employers.

ALL CONTACT WITH PARENTS MUST BE RECORDED ON SIMS

LEVEL 4 – Vice Principal (Developmental)

- If a student fails to respond positively to the AVP Report then a student will be placed on Behaviour for Learning Vice Principal (VP) Report.

- Report cards will be checked at break, lunch and end of school day by the VP. The student will be required to attend a break time SS Monday-Friday. 1 hours Friday SLT.
- The student will be placed on Vice Principal Report and parents will be informed in writing that this will remain on the student's records until they leave LeAF and may well be passed on when references are requested by other educational establishments and employers. It can also affect their ability to take part in any off site activity and/or internal activity with outside speakers.
- A meeting with parent / carers / AVP / VP will be arranged. The report will be reviewed. A risk assessment will need to be considered and completed at the meeting. Isolation and/or a fixed term exclusion will need to be considered.
- Every cross or blank should generate a SIMS entry.
- At the meeting with parent/carers the possible outcomes of failure on Vice Principal Report will be clearly set out. They include:
 - Support Session(s)
 - Internal isolation within the campus
 - Fixed term exclusions
 - A managed move to another school
 - Transfer to another school
 - Education outside mainstream education
 - Referral to Governors disciplinary committee
- Any student on Vice Principal Report will be discussed at the weekly Leadership meeting
- Failure to manage the report after two weeks will lead to one or a combination of the above being imposed.

LEVEL 5 – Referral to Disciplinary Panel

If a student fails to respond positively to Vice Principal Report then they may be referred to the Disciplinary Panel. The disciplinary panel will be made up of the Principal and Vice Principal. It could also be attended by a relevant Governor.

On occasion a student may have become so unsettled that to remain in mainstream lessons could put the student or others at risk therefore internal isolation or fixed term exclusion may be imposed. They should return to mainstream lessons following a meeting with their parent/carer as prescribed in the exclusion letter. For a student to be sent home an agreement **must** be made with the Principal.

AT ANY STAGE A SERIOUS INCIDENT SHOULD BE REPORTED TO THE VICE PRINCIPAL / PRINCIPAL VIA MAIN RECEPTION IMMEDIATELY. This would include serious inappropriate behaviour including violent behaviour or any incident involving drugs, alcohol or weapons.

Other policies:
Exclusions Policy

ISOLATION

Students can be isolated (work independently in a quiet room) when there has been a significant behaviour incident or on return from exclusion.

BEHAVIOUR OUTSIDE THE CLASSROOM

Unacceptable behaviour outside the classroom should be dealt with by any member of staff who witnesses it and referred to the appropriate year office. At break and lunchtimes there are staff on duty to supervise student behaviour.

Lates

Transitions from the Multi-Sports Centre / Oak Campus to Studio takes 5 minutes, anything after 5 minutes will be taken as late.

Truancy

It is the responsibility of classroom teachers to ensure an accurate register is taken at the **beginning** of every lesson.

Subject staff should inform Reception by email if a student fails to **attend their lesson, but has been marked present in the previous lesson/s**. Students should be questioned by subject staff if a teacher notices that a student has been marked absent for a previous lesson. If there is no satisfactory reason given, again Reception should be informed who will follow-up in order to establish the reason for the discrepancy.

Any student who has truanted (and this includes regularly being late to lessons – staff should inform the relevant AVP) will be placed on Attendance Report for two weeks and parent/carers informed by the AVP. A support session will be set with work provided by the relevant curriculum area.

Repeated truancy will result in a meeting between parent/carers and the respective Vice Principal to discuss consequences and a solution. A referral to the Lead Safeguarding Officer could be made.

Smoking

Smoking and smoking paraphernalia is not allowed on the school premises at any time.

Students that are caught smoking or publically making a cigarette will receive an automatic after school session of 1 hr. Their names will be referred to SLT where they will then receive guidance on the dangers of smoking. Students who are in the presence of smokers will receive an automatic after school session for 30mins.

Should students be caught smoking outside of the Studio school after the school day, it will be presumed that smoking paraphernalia has been brought onto the school grounds during the school day. Subsequently, students will be subjected to regular and random searches in order to combat this activity.

Pathway of Each Stage

System for warning of
pulling from training



Subject Teacher logs in
central place for
coaches to see.

