

Behaviour for Learning Policy

Reviewed by Governors: November 2019

Behaviour for Learning Policy

Introduction

At LeAF Studio we aim to maintain a disciplined, organised and **friendly** atmosphere in which **every member of the LeAF community treats each other with courtesy, respect, honesty and tolerance**. These values are recognised and upheld by the school's approach to behaviour and achievement – "Proud To Be LeAF" (see Appendix A).

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	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**
- Listening to and responding appropriately to teachers and each other
- Avoiding conflict with others
- 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 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 (S.T.A.R.T)
- 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 in designated areas 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.
- Only wear coats 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 and vaping are banned on the LeAF Studio site, around LeAF Studio and the immediate vicinity.
- High energy drinks are banned from site and will be confiscated and disposed of, this includes drinks containing caffeine or high levels of sugar.
- Mobile phones are not permitted during lessons, unless teachers or coaching staff display the green mobile phone symbol in their lesson.
 - Students using a mobile phone contrary to this will be issued a Preparation Behaviour Point and have their phone confiscated for the remainder of school day. Parents will be notified.
 - Students found using their phone on a second occasion within a half term will have their phone confiscated, phones will only be returned to the students' parents or carers on this occasion. A further Preparation Behaviour Point will be issued.
 - Students who misuse their phone on a third occasion within a half term will not be permitted to bring a mobile phone on site for the remainder of the half term. If they do not adhere to this they will be placed in Behave and Learn for one day.
 - If this action is repeated subsequently, this may result in a permanent prohibition from carrying a mobile phone on school site.
- Chewing gum is banned on the LeAF Studio site. If a student is seen chewing gum then they will be issued a behaviour point and a break time detention.
- 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
- Demonstrate a professional approach to learning by arriving on time to lessons, well prepared and ready to greet students at the door as they enter.

Behaviour for Learning Rewards (Achievement Points)

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 using S.T.A.R.T. to maintain consistently positive behaviours for learning.
- 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.

S.T.A.R.T.

This level of consistency is consolidated by engaging students with the following expectations:

- S- Sit up, listen and engage
- T- Track the speaker
- A- Always focussed on learning
- R- Respond to instructions without question or comment
- T- Take turns; one voice at a time

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: Daily Celebration

Students receiving achievement points will be recognised and celebrated during tutor time the following day.

Level 2: Star of the Week

The students with the most achievement points in each year group each week will be celebrated across the school and be rewarded with a voucher to use in the canteen.

Level 3: Student of the half term – subject areas

Each half term, each subject area recognises a student from each year group who has demonstrated significant effort, achievement and progress. These students will be celebrated across the school and be rewarded with a voucher to use in the canteen.

Level 4: Specialism Award Certificate plus canteen voucher

This will be carried out every 6 weeks during the half termly celebration assembly.

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 annual awards ceremony in the summer term. Students are nominated for an award in either academic or their specialism. The winning students will be presented with a trophy and certificate. All nominated students will receive a certificate and 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

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 there is a productive and focussed learning environment without disruption. This will be at the teacher's discretion but carried out professionally. Where appropriate, students will initially receive a verbal warning regarding their behaviour and be prompted to focus on behaviours for learning.
- 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 where necessary.

- 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
- The S.T.A.R.T. Behaviour Framework (Appendix C) will be displayed in each classroom, clearly demonstrating the expectations we have of our students. The Consequences Flowchart (Appendix B) will also be displayed in order for students and staff to have clarity on the progressive steps that sanctions may take if required.

SIMS Entries:

- Any comments must be recorded simply e.g. abusive, inappropriate language, persistent disruption. **Staff are NOT to make this into a narrative.**
- Any contact made with home recorded on SIMS Communication Log
- If there is a higher order incident; e.g. abusive language, threatening behaviour to either student or teacher, then the member of staff present will make a referral to reception and the duty member of staff will collect the student concerned, following the Referral element of the Consequences Flowchart (Appendix B).

LEVEL 2 – Subject Teacher / Tutor Responsibilities

- 6 behaviour points in same subject area = Subject teacher report.
 - 10 behaviour points across subjects = Tutor report
- See Appendix C for Report Card Flowchart.

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 placed into Behave and Learn from their particular learning group.

- Students who fail to respond to monitoring and target setting at Level 1 will need to be reviewed by the Subject Teacher / Tutor for additional support.
- The Subject Teacher / Tutor / Pastoral Lead will place the student on a Behaviour for Learning Report (see Appendix E) for 2 weeks in order to monitor said student. The Subject Teacher / Tutor will phone home to inform parents/carers of this. Students must have their report card signed each day by a responsible adult at home.
- Should a further 10 (Tutor) or 6 (Subject) behaviour points be gained within the two week period then the student has failed the report and will be placed in an after school detention. The report cycle will begin again. If they fail again their report will be escalated to level 3. Parents/carers will be contacted by the tutor to inform them of this arrangement.
- 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. **All** contact with parents will be recorded on SIMS Communication Log.

LEVEL 3 – Head of Year Report

When a student has failed to respond to Level 2 sanctions and interventions the appropriate Head of Year will become involved.

The Head of Year will, in the first instance, interview the student and place him/her on Head of Year Report. There will be appropriate specific targets on the report, agreed with the Head of Year. 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 through the relevant behaviour points. Report cards will be checked at break, lunch and end of school day by the Head of Year.

- The Head of Year is to put this information on SIMS, advise Reception and contact parents/carers to inform of targets set. Parents/carers could be invited in for a meeting, at the discretion of the Head of Year. A risk assessment may need to be considered and completed with parents if necessary. SENDCo will need to be contacted to see if further support is required for the student.
- A daily update of students on report should be sent out at the end of each day to all staff.
- A student will stay on Head of Year report for two weeks. After coming off report, if within two 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 level.
- Every cross or blank should result in a 5 minute same day detention in addition to the sanction imposed by the class teacher.
- If a student gains a further 10 behaviour points during their 2 week report, they will be placed in an after school detention and the two week period will restart. If the student subsequently fails the Head of Year Report by gaining a further 10 behaviour points then they will be placed on Behaviour for Learning Vice Principal (VP) (Stage 4) Report which leads to a meeting with parents.
- At each stage students and parents should be informed 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 Report

Report cards will be checked at break, lunch and end of school day by the VP.

- The student will be placed on Vice Principal Report and parents will be informed 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 / Head of Year / VP will be arranged. The report will be reviewed. A risk assessment may need to be considered and completed at the meeting. Behave and Learn and/or a fixed term exclusion will need to be considered.
- Every cross or blank should result in a 10 minute same day detention in addition to the sanction imposed by the class teacher.
- At the meeting with parent/carers the possible outcomes of failure on Vice Principal Report will be clearly set out. They include:
 - SLT detentions
 - Behave and Learn
 - Fixed term exclusions
 - A managed move to another school
 - Transfer to another school
 - Education outside mainstream education
- Any student on Vice Principal Report will be discussed at the weekly Leadership meeting
- Failure to pass the report after two weeks will lead to one or a combination of the above consequences. If a student is placed into Behave and Learn or excluded as a result of failing their VP report this will result in the two week report starting again from the following day.

LEVEL 5 – Referral to Disciplinary Panel / Possible permanent exclusion

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 Behave and Learn 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.

Behave & Learn Session

Students will work in Behave and Learn when there has been a significant behaviour incident or on return from exclusion. This includes being removed from lessons.

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 tutor or Head of Year. At break and lunchtimes there are staff on duty to supervise student behaviour.

Lates

Transitions from the Multi-Sports Centre to Studio takes 5 minutes, anything after 5 minutes will be taken as late. Any students arriving 5 minutes after the start of the lesson will be given a Preparation point for punctuality.

Truancy

It is the responsibility of classroom teachers to ensure an accurate register is taken **within the first 10 minutes** of every lesson.

Subject staff should inform Studio Attendance 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 Studio Attendance 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 Head of Year) will be placed on Attendance Report for two weeks and parent/carers informed by the Head of Year. Repeated truancy will result in a meeting between parent/carers and the respective Head of Year 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 who are caught smoking or with any smoking paraphernalia will be given a fixed term exclusion. Students who are in the presence of smokers may be placed into Behave and Learn.

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. As such, the sanctions above will still apply and students may be subjected to regular and random searches in order to combat this activity.

SEND

While the Behaviour for Learning Policy and Behaviour Management Systems apply to all students who attend LeAF Studio School, where appropriate, staff will make reasonable adjustments taking into consideration the views of professionals in order to ensure fair application of the systems and prevent discrimination on the basis of needs alongside the statutory guidance.

#TEAMLEAF



**Proud To
Be LeAF**



Preparation

- Punctuality
- Correct Equipment
- Correct Uniform

Talent

- Academic Achievements
- Specialism Achievements
- Training

Behaviour for Learning

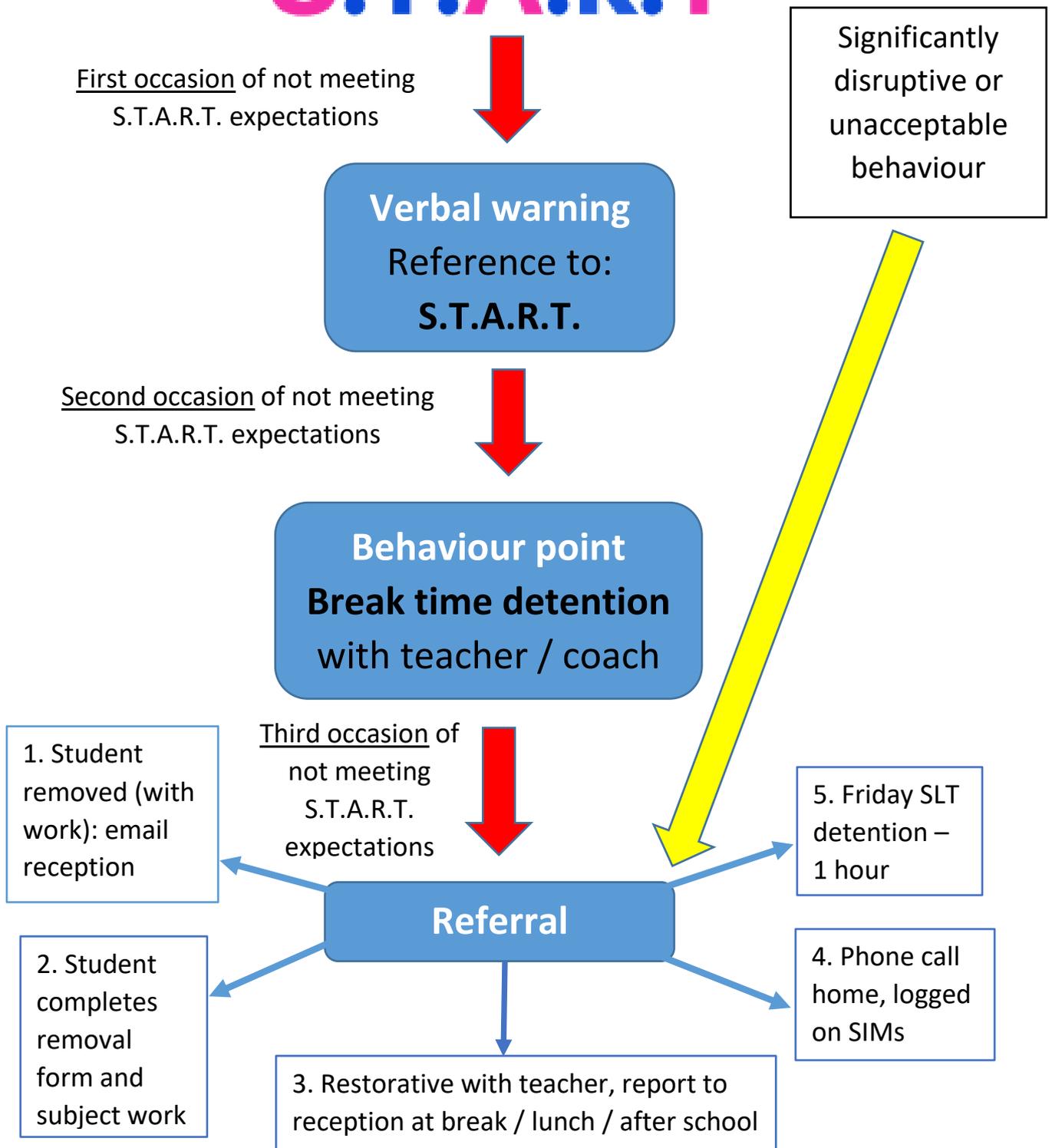
S.T.A.R.T.

Leads to...



SANCTIONS FLOWCHART 2019-20

S.T.A.R.T



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S.T.A.R.T



AMBITIONS
Academies Trust

Sit up, listen and engage

Track the speaker

Always focussed on learning

Respond to instructions
without question or comment

Take turns; one voice
at a time

REPORT CARD FLOWCHART 2019-20

Subject report

6 behaviour points in same subject

- 2 week report: phone home: record on SIMS
- Weekly calls home
- 3 crosses or 6 further behaviour points leads to after school detention or:



Tutor report

10 behaviour points in ½ term

- 2 week report: phone home: record on SIMS
- Weekly calls home
- 5 crosses or 10 further behaviour points leads to after school detention or:



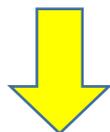
Head Of Year Report

- 2 week report: phone home: record on SIMS
- Parent meeting and / or weekly calls home
- Specialism training probation
- 5 crosses or 10 further behaviour points leads to after school detention or:



VP report

- 2 week report: phone home: record on SIMS
- Parent meeting & weekly calls
- Withdrawal from training
- Possible reduced timetable



- Failure of VP report will lead to Behave & Learn / fixed term exclusions
- Behaviour points may be re-set each half term or on completion of a successful report

Appendix E

Date: _____

	Subject	Teacher	S	T	A	R	T
Reg							
P1							
P2							
P3							
P4							
P5							
P6							
Preparation	P1	P2	P3	P4	P5	P6	

Parent/Carer Sign _____

Instructions for Report:

You **MUST** hand your report to your teacher at the start of the lesson.

You **MUST** show your report to your tutor during registration.

You **MUST** get your report signed by your parent / carer every day.

10 points = failed report.

Tutor Report

Student Name: _____

Issued by: _____

Start date: _____

End date: _____

Targets PTBL

Sit up, listen and engage.

Track the speaker.

Always focussed on learning.

Respond to instructions without questions or comment.

Take turns; one voice at a time.

Date: _____

	Subject	Teacher	S	T	A	R	T
Reg							
P1							
P2							
P3							
P4							
P5							
P6							
Preparation	P1	P2	P3	P4	P5	P6	

Parent/Carer Sign _____

Instructions for Report:

You **MUST** hand your report to your teacher at the start of the lesson.

You **MUST** show your report to your YL at break, lunch and after school.

You **MUST** get your report signed by your parent / carer every day.

Each cross = 5 minutes after school.

YL Report

Student Name: _____

Issued by: _____

Start date: _____

End date: _____

Targets PTBL

Sit up, listen and engage.

Track the speaker.

Always focussed on learning.

Respond to instructions without questions or comment.

Date: _____

	Subject	Teacher	S	T	A	R	T
Reg							
P1							
P2							
P3							
P4							
P5							
P6							
Preparation	P1	P2	P3	P4	P5	P6	

Parent/Carer Sign _____

Instructions for Report:

You **MUST** hand your report to your teacher at the start of the lesson.

You **MUST** show your report to the VP at break, lunch and after school.

You **MUST** get your report signed by your parent / carer every day.

Each cross = 10 minutes after school.

10 points = failed report.

VP Report

Student Name: _____

Issued by: _____

Start date: _____

End date: _____

Targets PTBL

Sit up, listen and engage.

Track the speaker.

Always focussed on learning.

Respond to instructions without questions or comment.

Take turns; one voice at a time.