



LITTLEPORT AND EAST CAMBS ACADEMY Behaviour for Learning Policy

An Active Learning Trust School

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Review:	The document should be reviewed by designated staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process or legislation.	

Purpose of Document:	To comply with legislation & guidance including: DFE 'Behaviour and discipline in Schools' July 2013 Education and Inspections Act 2006: Section 88 DFE 'Searching, screening and confiscation' February 2014.
Implementation:	The policy can be accessed via the Staff Share will be reminded via the Staff Handbook and through any mandatory updates. It is also a statutory requirement to publish the policy on the school website.
Dissemination:	The policy will be available to all staff, teaching and non-teaching, and to the wider public via the website.

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1. Introduction – Our Vision

- 1.1 Everyone has the right to learn and work in a well-ordered, caring and secure environment. All members of the academy community need to receive courtesy, respect and consideration, whilst individuality is recognised and valued. Central to establishing this atmosphere must be high expectations of behaviour for learning.
- 1.2 The quality of learning, teaching and behaviour are inseparable issues, the responsibility of all staff and vital to promoting success for all students.
- 1.3 All students, staff, parents/carers and governors need to be clear about the standards of behaviour expected and have the confidence and skills to consistently apply them.
- 1.4 Our behaviour for learning expectations are based on the acronym **INSPIRED**:

Independent Learners
Never Give Up
Solution Focused
Progress Driven
Innovative

Respectful
Enthusiastic
Determined

2 The Principles Of The Behaviour For Learning Policy

- 2.1 All members of the Academy community need to understand and support the principles in which this policy is grounded.
- 2.2 The quality of learning, teaching and behaviour in school are inseparable issues and vital to promoting success.
- 2.3 It is the responsibility of all staff to teach, model and reward positive behaviour for learning as well as resolve conflicts that might occur.
- 2.4 It is the right of students to learn and teachers to teach in a positive and supportive environment.
- 2.5 The Academy needs to adopt a consistent approach to implementing exemplary practice in learning, teaching and behaviour to raise individual achievement
- 2.6 The Academy retains the right to challenge and address poor behaviour when students are travelling to and from the Academy and when in Academy Uniform.
- 2.7 The support of parents/carers, working in partnership with the academy, is essential for consistently teaching, modelling and rewarding exemplary behaviour for learning.
- 2.8 The governing body needs to fulfil its role and responsibilities, including legal requirements, in supporting the academy to implement the behaviour for learning policy effectively.

3 Rights And Responsibilities Of Staff, Students And Parents/Carers

3.1 Staff

Rights	Responsibilities
<p>Staff have a right to:</p> <p>contribute to discussions on the school behaviour for learning policy</p> <p>expect student and parent/carer collaboration in establishing a positive learning environment both in and out of the classroom</p> <p>expect students to respect the rights of other students and adults in the school</p> <p>lead an environment that does not tolerate abusive or violent behaviour by students or parent/carers</p> <p>engage with external partners, such as children's services, to meet the diversity of student needs, as appropriate</p>	<p>The academy has a responsibility to:</p> <p>achieve a consistent approach to implementing the school's behaviour for learning policy</p> <p>consult the whole academy community about the principles of the behaviour for learning policy</p> <p>promote clearly understood, high expectations of behaviour for learning</p> <p>teach, model, praise and, as appropriate, reward exemplary behaviour for learning</p> <p>promote positive behaviour through active development of pupils' social and emotional skills and literacy skills</p> <p>engage students in resolution conversations, encouraging positive learning choices</p> <p>apply consequences of poor learning choices fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs</p>

	<p>of vulnerable children, offering support, as appropriate</p> <p>use appropriate methods to engage with parents/carers and to support them in meeting their responsibilities</p> <p>work in partnership with other local schools in promoting a community approach to sharing good practice as well as responding to students disengaging from learning and persistent absence</p>
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3.2 Students

Rights	Responsibilities
<p>The student has a right to:</p> <p>contribute to discussions on the school behaviour for learning policy</p> <p>be taught in an environment that is safe and conducive to learning, free from disruption</p> <p>expect staff to consistently teach, model and reward behaviour for learning</p>	<p>The student has a responsibility to:</p> <p>attend school and be punctual to all lessons and activities</p> <p>be willing and ready to learn, properly equipped for lessons and correctly dressed in uniform</p> <p>make positive learning choices and model exemplary behaviour for learning</p>

<p>a resolution conversation to repair the adult/child relationship, when necessary</p> <p>expect a consistent staff response to students when poor learning choices are made, other strategies having been explored</p> <p>expect appropriate and consistent action from staff to prevent any incidents of bullying, violence, discrimination or harassment</p>	<p>develop their skills and qualities in leading learning in the classroom</p> <p>be responsible for their own learning and not adversely affect the learning of others</p> <p>show respect to staff, other students, academy property and the learning environment</p> <p>engage positively in a resolution conversation with staff and/or peers to resolve conflict</p> <p>accept the consequences of disengaging with learning, in an appropriate way</p> <p>act as a positive ambassador for the academy both in and off site</p> <p>be safe and aware of and support others' safety at all times, this includes not bringing into school any offensive weapons that might impact on the safety of others</p> <p>not undermine, harm or bully other students or staff</p> <p>cooperate with arrangements put in place to support development of behaviour for learning such as Pastoral Support Plans</p>
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3.3 Parents/carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <p>contribute to the development of the behaviour for learning policy</p> <p>be kept informed about their child's progress, including issues relating to behaviour for learning</p> <p>be listened to if raising concerns about behaviour and the academy's response</p> <p>appeal to the principal and governors, and beyond that the Secretary of State, if they believe that the academy has exercised its disciplinary authority unreasonably</p> <p>appeal against a decision regarding exclusion, first to the governing body and then, in cases of permanent exclusion to an independent review panel</p>	<p>Parents/carers have a responsibility to:</p> <p>send their child daily to the academy – on time, suitably clothed, fed and rested</p> <p>be prepared to work with the academy to support their child's display of positive behaviour at all times</p> <p>inform staff of any SEN-related or other personal factors which may result in their child displaying inappropriate or unusual behaviours</p> <p>respect the behaviour for learning policy and its key principles, promoting its expectations</p> <p>recognise and celebrate success as well as reinforce the consequences of poor learning choices, in partnership with staff</p>

	<p>attend meetings with the principal or other staff, if requested, to discuss their child's behaviour</p> <p>follow exclusion protocol</p>
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4 Rewarding Success And Celebrating Achievement

- 4.1 The academy places great store in valuing students, praising and rewarding their achievements. To encourage high standards of work, attendance, effort, student leadership and behaviour for learning are all recognised and celebrated as well as overall standards achieved.
- 4.2 The Academy rewards system sets out Rewards for students under the **INSPIRED** headings. These are recorded on Go4Schools.

5 Responding To Students Disengaging From Learning

- 5.1 Sequential actions will be taken if, having taught and modelled desired behaviours and attitudes for learning, as well as confirmed our expectations, through a Gribble-type conversation, students choose to disengage from learning. **Please see pages 15 and 16 for our behaviour intervention flow charts.**
- 5.2 The focus is on early intervention and de-escalation of conflict at all times and on reintegration if a student is removed from lessons.
- 5.3 The focus on reconciliation and restorative practice between adults and children provides an opportunity for learning appropriate behaviours – reflecting on the experience and understanding the implications and the consequences. It will also involve staff in teaching and modelling how behaviours can be improved, with support. The right place, the right time and the right tone is essential to effectively resolving conflict. Working in collaboration, parents/carers will be part of the process to support and consolidate learning and sustain improvements.

5.4 Exclusion will only be considered as a last resort once all other strategies including internal targeted learning support have been explored.

The GO system will record all rewards (positive points) including those for attendance and leadership as well as the consequences (negative points) given to students for making poor learning choices. Overall this will result in a points tally for behaviour for learning, which will be rewarded at various points in the year through stationary kits and certificates to those students performing well and longer term a trip to a theme park for the highest achievers.

There will also be separate awards for attendance and student leadership.

Achievements in behaviour for learning, attendance and student leadership will all be recorded in the student's progress tracker and discussed with the tutor on a half termly basis alongside progress targets.

Behaviour for learning expectations and student leadership are at the heart of this approach based on the understanding that students leading their own learning and with the skills to manage their own behaviour will result in outstanding practice. There is therefore a strong link between this policy and the academy's teaching and learning policy.

6 Exceptional Circumstances and Prohibited Items

6.1 In some circumstances it may be necessary to search students and seize or confiscate items which are prohibited or not permitted on site; or which may be harmful or detrimental to school discipline.

6.2 Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The following items are considered dangerous or offensive and are prohibited:

- Knives or blades
- Guns and weapons (including plastic toys or replica items)
- Alcohol

- Illegal drugs
- Solvents
- Stolen items
- Fireworks
- Pornographic images

The following items are not permitted on the school site

- Chewing gum
- Sweets
- Hoodies
- Caps
- Stink-bombs
- Cigarettes, papers and lighters
- Laser pens
- Electronic cigarettes
- Non-uniform footwear
- Jewellery
- Energy Drinks

6.3 These lists are not exhaustive and the Academy maintains the right to confiscate any articles that are considered dangerous, offensive, and inappropriate or compromises safety. Also, any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or may cause personal injury to, or damage to the property of, any person (including the pupil).

6.4 The Academy reserves the right to permanently exclude students who bring illegal or prohibited items onto the Academy site. It is likely that the Academy will involve the Police in these circumstances.

6.5 Students found in possession of other items that are not permitted on site will have them confiscated and may also be excluded from school. The Academy has the authority to 'dispose' of any items that are prohibited on site.

Further guidance can be found in DFE 'Searching, screening and confiscation' February 2014.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching screening confiscation advice Reviewed July 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf)

Examples of Related Policies & Procedures

- Teaching and learning
- Assessment for learning
- Assessment, recording & reporting
- Homework
- Anti-bullying
- Attendance
- Inclusion
- Equal opportunities
- Home-school agreement
- Safeguarding and child protection



LECA Behaviour Procedure (Flow Chart) (Termly)

Tier 1: Consequence System

Verbal Warning:
Pupil informed of unacceptable behaviour and given solutions to resolve it.
Script: (Name), you are now on a warning for (reason). Please correct this by (Solution)

C1 (GO: -1pt): Formal Warning
Class teacher usually writes name on board and pupil is made aware they are on a C1. Class teacher records on GO.
Script: (Name), you are now on a C1 for (reason). Please correct this by (Solution)

C2C (GO:-3pts) Pupil Removed from class followed by conversation
Teacher to send e-mail/message to reception for SLT/trekker to attend.
Conversation to be had with pupil to reflect on behaviour and if appropriate, to re-join the lesson. Teacher to record on GO and communicate concern with home
Script: (Name), you are now on a C2C for (reason). Please wait outside the class.

C2R (GO: -5pts) Pupil removed from class
The pupil has not responded positively from C2C. Class teacher to e-mail/message reception for SLT/Trekker and pupil is removed from class for remainder of lesson. Teacher to record on GO and communicate concern with home
Script: (Name), you are now on a C2R for (reason). Please wait outside the class.

Tier 2: Restorative Justice

5 C1's = Restorative Intervention (RI)
Form Tutor to analyse data and inform SLT when 5 C1's have been accumulated and communicate home as necessary

-5 GO pts (same action) = Restorative Intervention (RI)
Form Tutor/Class Teacher to analyse data and inform SLT when 5 C1's have been accumulated and communicate home as necessary

Restorative Intervention (RI): -5pts on GO (same action)/ 2 x C2C/ 1 x C2R
An After College compulsory Restorative Intervention held by SLT. SLT to collect student from class before intervention takes place. Appropriate member of staff to hold RJ meeting with pupil and provide work if necessary.

Restorative Meeting (RM): 3 RI Meetings held with student.
Form Tutor/Class Teacher to analyse data and inform SLT when the above criteria has been reached.
SLT to hold formal RJ Meeting with Pupil/Parents/Staff/Students to discuss behaviour concerns and strategies moving forward

Tier 3: Restorative Justice – Leading to Exclusion Procedures

