



Joseph Swan Academy

**Behaviour Policy
(Behaviour for Learning)**

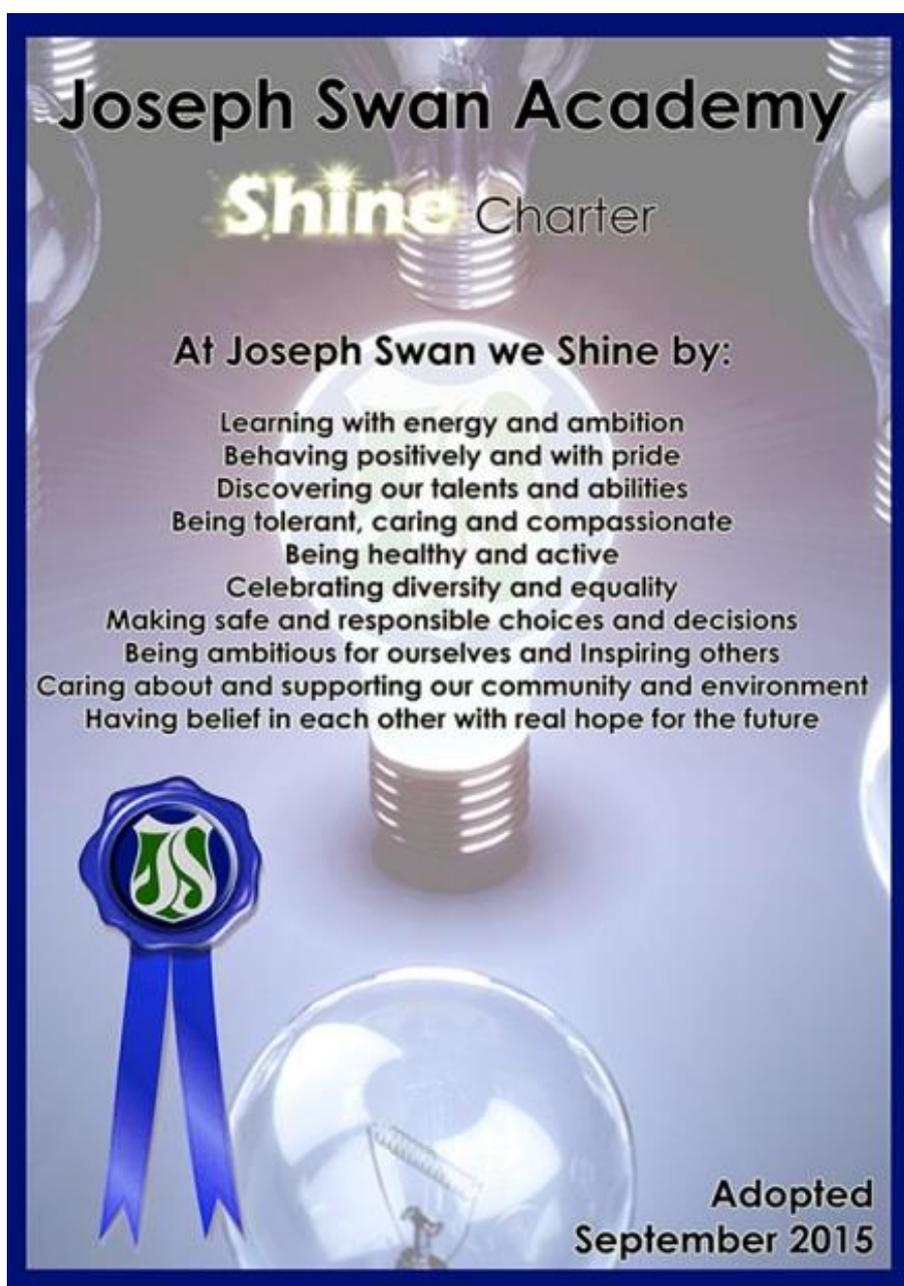
2017 - 2018

**Amendment regarding post Step 4 – to be reviewed week commencing 5th February 2018
Full policy review September 2018**

We strive to have outstanding behaviour at Joseph Swan Academy and are well on the way to achieving this. Outstanding behaviour is defined by Ofsted as

- Students behave impeccably. Students are self-disciplined. Incidences of low-level disruption are extremely rare
- Students work hard with the Academy to prevent all forms of bullying, including online bullying and prejudice-based bullying
- Staff and students deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language

At Joseph Swan Academy we believe that everyone can Shine. Our behaviour policy reflects this philosophy. At Joseph Swan Academy our ethos is described in our Shine Charter. It describes the behaviour, attitudes, beliefs and aspirations that we support and develop with our students. The behaviour policy, systems and protocols that we employ are there to support and embed our Shine Charter.



To support our Shine Charter and our quest for outstanding behaviour, positive attitudes to learning are promoted each day. We define attitudes to learning using the following three key areas – Resilience, Ambition and Positive Participation. Students attitudes to learning are assessed and reported on using the following framework

	Score	Resilience	Ambition	Positive Participation
Area of strength	1	<ul style="list-style-type: none"> You never give up, even when things are difficult You try and solve problems yourself before asking for help You always try your best You ask for feedback and use it to improve You stay calm and deal with problems in a mature way 	<ul style="list-style-type: none"> You don't just want to do well, you want to SHINE You plan how you are going to get better You look for ways to improve You want to learn new things and develop new talents Your ambition inspires other students 	<ul style="list-style-type: none"> You help other people to SHINE You work with the teacher and the other students in a positive way for the good of everyone You are always enthusiastic You will always try to answer questions, even when they are difficult
Secure	2	<ul style="list-style-type: none"> You take responsibility for your actions and choices You listen to feedback and use it to improve You learn from temporary set-backs and problems You ask for help when you need it 	<ul style="list-style-type: none"> You want to do your best You work hard You know what you want to achieve You take pride in your work 	<ul style="list-style-type: none"> You take part in activities You listen carefully You are willing to try new things and open to new ideas You treat other people with respect You try and help others
Needs development	3	<ul style="list-style-type: none"> You ask for help before trying to find a solution yourself You find it difficult to listen to feedback about your work You don't like re-drafting work to make it better You get distracted from tasks too easily 	<ul style="list-style-type: none"> You do what you are asked to do You want to get the right answers You need to be pushed in order to reach your potential You lack confidence in yourself 	<ul style="list-style-type: none"> You can concentrate on tasks You usually take part in activities You can work well with other people You usually listen to what others have to say You sometimes help others
Unacceptable	4	<ul style="list-style-type: none"> You give up too easily You blame others first You take feedback personally and it makes you unhappy You get upset when things are difficult 	<ul style="list-style-type: none"> You don't think about the future You don't consider the consequences of your actions You act like you don't care about your progress You don't take pride in your work 	<ul style="list-style-type: none"> You stop others from learning You do not show respect for students or staff You do not support and help others to learn You complain a lot

These qualities reflect and reinforce our Shine Charter. Recognising and rewarding these characteristics is vital in ensuring the sustained development and progress of our students. All Staff and parents/carers have an obligation model, teach and promote these skills.

At Joseph Swan Academy we set firm boundaries and high expectations for our students. We have a range of rewards and seek every opportunity to praise and congratulate. We want students to excel in a positive learning climate and therefore want our staff and parents/carers to model and reinforce good behaviour but also challenge and sanction poor behaviour.

Minimum Expectations of staff in the Academy

- Believe that every child can Shine
- Promote the Shine Charter
- Consistency and vigilance
- Meet and greet students at the start of each lesson
- Create and use appropriate seating plans
- Students stand behind their chair and wait for permission to sit down
- Ensure student planners and equipment are on desks
- Promote a positive learning environment
- Praise and reward good behaviour for learning
- Challenge and sanction inappropriate attitudes to learning
- Use the 'Learning Climate' chart
- Students must stand behind their chair at the end of the lesson. Dismiss students in a controlled and formal manner

The Academy Points Rewards System

In order to recognise, monitor and reward outstanding behaviour we use a point system. All positive and negative behaviours are recorded on Behaviour Watch and generate points as shown below:

	Points Awarded
1 Attendance Session (AM / PM)	+5 Points
1 Stamp	+1 Point
1 Respect Stamp	+2 Point
1 Positive Behaviour Slip (e.g. Postcard Home)	+20 Points
Negative Comment	-5 Points
Step 3	-10 Points
Step 4	-20 Points
Internal Fixed Term Exclusion	-40 Points
Standards Placement	-60 Points
Fixed Term Exclusion	-80 Points

These Points are calculated in Behaviour Watch and will show which student and tutor group is performing the best across the Academy. Students collect points over the course of the year and can use them to access a range of rewards.



All staff must use Behaviour Watch consistently to log both positive and negative behaviour. Behaviour Watch can be accessed through the Chrome web browser. Each sanction given will remain unresolved on the system until the sanction is completed by the student and recorded by the teacher. Staff need a username and password. If you have any issues accessing or using Behaviour Watch, please contact either Laura Allan or Jonathan Maylin.

Rewards

Rewarding students for good behaviour is essential. Students that feel happy, positive and valued are unlikely to disrupt or be negative.

All staff must make use of the Academy Point system. Each Point is stamped into a student's planner using the member of staff's personalised stamper. Every morning during tutor time, two Points are rewarded for having the correct equipment and two Points are rewarded for being on time.

Staff should also use Points to reinforce good behaviour in the classroom and around the Academy site. It is good practice for staff to carry their Stamper to record these in the student planner. In lessons staff may award students up to a maximum of 3 stamps. These must link to

positive attitudes to learning; Resilience, Ambition and Positive Participation. Some examples are given below.

Resilience	<p>Never giving up, even when things are difficult</p> <p>Trying to solve problems before asking for help</p> <p>Always trying their best</p> <p>Asking for, or listening to, feedback and using it to improve</p> <p>Staying calm and dealing with problems in a mature way</p> <p>Taking responsibility for their actions and choices</p> <p>Learning from temporary set-backs and problems</p>
Ambition	<p>Wanting to 'Shine'</p> <p>Planning how to improve</p> <p>Learning new things and/or developing new talents</p> <p>Inspiring other students</p> <p>Working hard</p> <p>Taking pride in their work</p>
Positive Participation	<p>Helping others to 'Shine'SHINE</p> <p>Working with the teacher and the other students in a positive way for the good of everyone</p> <p>Enthusiasm</p> <p>Trying to answer questions, even when they are difficult</p> <p>Taking part in activities</p> <p>Listening carefully</p> <p>Willing to try new things and open to new ideas</p> <p>Treating others with respect</p> <p>Trying to help others</p>

Points earned through stamps are added up by Tutors during extended registration and logged on Behaviour Watch. Students should aim for around 100 points per week from stamps.

Staff can also award students with positive slips on Behaviour Watch. These slips are worth twenty points. They should be reserved for occasions when students have accomplished a significant achievement or a sustained improvement. This could include assessments, projects, and presentations. They directly link to our SHINE charter:

- Learning with energy and ambition
- Discovering our talents and abilities
- Being healthy and active
- Making safe and responsible choices and decisions
- Caring about and supporting our community and environment
- Behaving positively and with pride
- Being tolerant, caring and compassionate
- Celebrating diversity and equality
- Being ambitious for ourselves and inspiring others
- Having belief in each other with real hope for the future

Staff can communicate these rewards to students and parent/carers in a number of ways:

- A good news postcard
- A certificate
- A positive phone call to parents/carers
- A positive letter to parents/carers
- Displaying students work or names
- Nominations e.g. star of the week, rewards assembly, SHINE event

What do the students get?

Rewarding the students means that they accrue points. Most students appreciate this recognition and enjoy seeing their point total build across the year. In addition, each week parents/carers receive an email that lists the reward points that their child has earned.

Reward Points are automatically transferred to shop points in Behaviour Watch. These shop points can be spent in the Joseph Swan Shop. The Shop is open at break time and each Year Group has an allocated day. Year 7 students can access it each Monday; Year 8 each Tuesday; Year 9 each Wednesday; Year 10 each Thursday; Year 11 each Friday.

Points can be cashed in for the following items:

Reward	Points
Year Group Half-Term Event	400
JSA Key ring	400
JSA Pen	400
Book Rubber	400
Games Club Pass	500
1 week Queue Jumper Pass	500
JSA Ruler	500
Rainbow Rubber	500
Bendy Pencil	600
JSA Lip Balm	800
JSA Water Bottle	800
Calculator Ruler	900
Non-uniform Pass	1500
Colour Pencils	1000
SHINE VIP Pass	2000

Half-Termly events will be run by the Year Team on a specific day. These rewards include activities such as a Cinema Experience, sports activity e.g. the climbing wall and art and craft events. Points can also be cashed in for physical prizes such as pens, pencils and rulers.

Year Teams will hold half-termly Student Voice sessions to discuss what rewards the students really value and get ideas for new items or events

Consequences for negative behaviour to learning

We are clear about the consequences of poor attitudes to learning in and around Academy. If a student chooses to display a poor attitude it will be met with an appropriate sanction.

Behaviour in the Classroom

In the classroom all members of staff are expected to use the four step approach to manage challenging behaviour. The aim of this approach is to offer the student clear and sensible alternatives so that they can avoid further escalation and disruption. If a student does not respond to warnings or reminders, staff must use the steps in the table but ensure they allow thinking time (also known as take-up time) before explaining the consequences of the next step.

	
Billy ✓✓ David ✓ Sam ✓	Fred ✓✓ George ✓✓✓
	

Reasonable adjustments must be made for students with identified Special Educational Needs, especially those which impact on behaviour such as ADHD, attachment, and autistic spectrum disorders.

The term 'Learning Climate Chart' is used in the table below. This refers to the classroom management tool shown on the left. A Learning Climate Chart is displayed in each classroom

and must be used to record the names of students who are receiving points or losing them due to negative behaviour. This is an assertive classroom management tool that allows students to know how they are doing. It acknowledges positive contributions. It also helps students that are getting it wrong to manage their behaviour and prevent it from escalating further. More information on this and other areas of behaviour management can be found in the Behaviour Management Handbook.

The table below illustrates the Academy's stepped approach for dealing with negative attitudes in the classroom.

Sanction Steps	Given for	Consequence
Step 1	Not following staff instructions/defiance, shouting out, stopping others from learning, etc	Formal warning given by the member of staff Students name written on Learning Climate chart
Step 2	Continued behaviour described above	Second formal warning Learning Climate chart updated Negative comment recorded on Behaviour Watch
Step 3	Continued behaviour described above	An appropriate sanction is given by the member of staff Learning Climate chart updated Behaviour logged on Behaviour Watch
Step 4	Continued/escalated disruption and/or a serious incident such as verbal or physical aggression, swearing or damage to property	Student removed from the Department and receive a Fixed Term Exclusion (FTE)

If a teacher needs to remove any student from the department at Step 4, they must use the following procedure. Staff must have their Google email open on their PC. They should use the Google Hangout instant message service located at the bottom-left of the screen. The message needs to be sent to 'On call' and include the room number, year group and student name. This message will go to the member of staff at Main Reception. The Year Team will then be called to remove the student and the incident logged on Behaviour Watch by the member of staff in the Standards Room. An email will be sent automatically to the relevant Tutor, Year Team and Head of Department. At the same time a text will be sent to the parent/carer notifying them of the incident and sanction.

If, for some reason, the Google Hangout messaging service is not working or you can't access your emails; please send a reliable student to Main Reception to ask for support.

Behaviour around the Academy Site

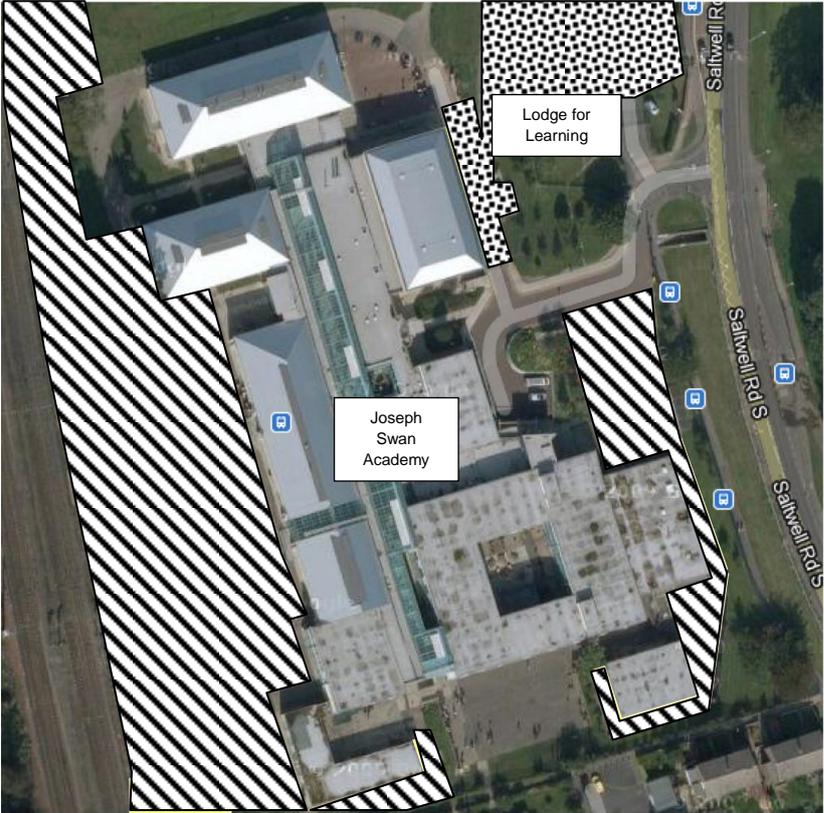
Excellent behaviour around the Academy site supports outstanding attitudes in the classroom. All staff have a responsibility to actively supervise students, praise good behaviour and challenge negative behaviour around the Academy. Break times should be characterised by students and staff engaging positively with each other as a means to develop important relationships outside the classroom.

All staff are to model good behaviour and actively encourage students to do the same by rewarding with praise and/or Stamps where appropriate. If a member of staff observes a student not following the Academy rules they must speak to the student and challenge the negative behaviour. The staff member must record a negative comment in Behaviour Watch or complete an Out of Class slip if the behaviour is more serious.

Any high sugar, caffeine or stimulant drink seen in Academy must be confiscated and disposed of. This must be logged on Behaviour Watch.

Any mobile phone that is seen by staff, goes off in Academy or is used must be confiscated by staff and handed to the appropriate Year Leader. No warnings should be given. Staff need to be consistent.

To help make duty staff more visible during breaks and lunch times they wear high visibility vests. Staff are also on duty at the start of the day to welcome students into the Academy and at the end of the day to ensure students leave the Academy site safely.



Out of Bounds Areas
 So that we are able to supervise students properly and keep them safe, we have out of bounds areas around the Academy. These areas are shown in the photograph of the site below marked with black and white stripes. Parents/carers can drop off students in the staff car park before 8:30am. Students also access the Student Entrance via the main drive up to 8:30am. They use the main drive to leave the site at the end of the day. Students are not allowed in the dotted area during the Academy.

In addition, students are not allowed upstairs in the building at breaks and lunch times unless given

written permission by a member of staff. Any student seen in an out of bounds area will receive a one-hour detention.

Escalation of sanctions for poor behaviour

There is a clear response to continued poor behaviour. If a student is unwilling to respond positively to the support and guidance offered by Academy staff then sanctions will escalate to reflect this. The table below describes this process. This is supported by the consequence pyramid on the following page. The table also describes the appropriate re-integration meeting, behaviour plan and response to each sanction.

Unfortunately a student may progress through these sanctions until eventually reaching Permanent Exclusion. The aim of this system is to make these sanctions clear to students and parents/carers and therefore discourage further escalation.

In certain cases it may be necessary to issue a higher sanction before completing earlier sanctions. Examples of this are given in the Consequence Pyramid on page 10. If this occurs a complete review of the earlier guidance, support and additional actions must be completed to ensure the student receives the appropriate intervention.

Sanction	Limits	Meeting	Guidance/Support	Additional Actions
Fixed Term Exclusion (FTE)	<u>Serious issues will result Fixed Term Exclusion</u>	Parent/ Carer meeting with Head Teacher	Behaviour Contract reviewed by DHT	Full review of support plan
Permanent Exclusion (PEX)	Repeated Fixed Term Exclusion will result in PEX	The Head Teacher decides if Permanent Exclusion is appropriate		Local Authority informed
Statutory Meeting	15 days exclusion per term	Statutory Governor Disciplinary Committee		N/A

Guidelines for the appropriate sanction can be found on the following table. The lowest consequence (C1) is a negative comment. The highest consequence (C9) is permanent exclusion. Examples of negative behaviours are given to illustrate why certain consequences would be given.

Note after a Step 4 'on call' from a classroom due to defiance/disruption students will receive a Fixed Term Exclusion. A Fixed Term Exclusion will also be given for internal truancy, defiance, disruption, using foul language or smoking. This will be reviewed in the week commencing 5th February 2018.

**The
Consequences
of poor
behaviour at
Joseph Swan
Academy**

C9 PEX	Permanent Exclusion for a serious one-off incident, repeated Fixed Term Exclusions or a history of repeated high level disruptive behaviour. Permanent Exclusion is at the discretion of the Head Teacher
C8 Longer FTE	1-5 days Fixed Term Exclusion for continued persistent disruptive behaviour despite completing an ALTI within the same half term; physical attack/serious assault*; assaulting a member of staff; possession of drugs/alcohol; carrying a weapon
C7 ALTI/FTE	Academy Leadership Team Isolation for continued persistent disruptive behaviour despite completing a Standards Placement or Fixed Term Exclusion
C6 Standards Placement/FTE	Continued disruptive behaviour despite completing two previous IFTEs within the same half term; malicious activation of fire alarm; theft; abusive language towards staff; racial/sexual /homophobic harassment; persistent smoking; smoking inside the building; fighting* (to blame) – Fixed Term Exclusion
C5 Internal Fixed Term Exclusion/FTE	Two Step 4s in a week; Fighting* (equally to blame); refusal to complete a 1 hour detention; Smoking outside the building or near the Academy gates; unacceptable offsite behaviour; bullying; truancy; criminal damage; offensive language towards staff – Fixed Term Exclusion
C4 1 Hour Detention/FTE	Step 4 Sanction – removed from a Department; refusal to participate in PE; 6 negative comments in a week; failure to complete a Year Team detention; found out-of-bounds – Fixed Term Exclusion
C3 30 Minute Detention	Step 3 sanction student being moved to a different classroom; no Planner; failure to bring a full set of equipment; failure to complete a break detention; 3 negative comments in a week
C2 Break Detention	Late arrival after 8:30am; Step 3 sanction for low level disruption e.g. failure to complete home learning, poor work rate or distracting others
C1 Negative Comment	Step 2 sanction; Failure to wear the Academy uniform correctly; late arrival to a lesson; failure to complete/hand in home learning

*The term 'fighting' can be interpreted in many ways. In this table it refers to students making aggressive physical contact on each other. The severity, aggression and injury caused by the attacker will be taken into consideration when deciding the appropriate level of consequence.

Sixth Form Rewards and Sanctions

Students in our Sixth Form play a crucial role in supporting the ethos of the Academy and thus are expected to act as positive role models to younger students. Sixth Form students should display positive behaviour. Therefore, Sixth Form students must not use their phones around the main Academy site. Students using mobiles must be challenged and asked to put them away. Names of any repeat offenders are to be sent to the Director of Sixth Form. This also applies to students consuming high-energy drinks.

Sixth Form students may however use their mobile phones and consume drinks of their choice in the comfort of their own Sixth Form Centre under the supervision of the sixth form team. We recognise the importance of treating our Sixth Form students differently as they develop into responsible adults. A modified system of rewards and sanctions operate in the sixth form.

Sixth Form Rewards

Commendations should be given to students that demonstrate positive academic or behavioural attributes. Commendations must be awarded for specific reasons such as achieving their target grade in an assessment, high quality homework, good leadership in a group work activity or a contribution to our community through volunteer work.

Commendations can be issued by logging them on Behaviour Watch. It will be flagged to tutors so that they are aware of it. The number of commendations will contribute to Year Team rewards system.

Sixth Form Sanctions

In-class actions:

- Behaviour challenged by teacher and discussed with student. Desired behaviour/attitude made explicit.
- Repeated or persistent low level poor behaviour should be logged on Behaviour Watch as an amber incident and an appropriate sanction put in place. Low level issues are behaviours that disrupt learning or are inappropriate in the classroom environment. It may include things like off task conversations, persistent lateness, use of mobile phones for texting, non-completion of homework/missed deadlines, slow work rate, immature/inappropriate behaviour, etc.
- Serious/high level behaviour issues should be logged on the Behaviour Tracking System as a red incident and referred directly to the Year Team. Serious incidents include things like being asked to leave the lesson, defiance, bullying, racism, physical assault or intimidation.

Out-of-class actions:

- Low level silly or poor behaviour should be verbally challenged in the first instance as the vast majority of our Sixth Form students will respond in an appropriate manner when it is flagged by a member of staff.
- If the student fails to respond appropriately, the incident should be logged on Behaviour Watch as an amber incident. This will be automatically referred to their Tutor.
- More serious incidents such as smoking on site, disrupting other lessons, defiance, verbal abuse etc should be logged on Behaviour Watch as a red incident. This will be automatically referred to the Year Team for an appropriate sanction.