



## **The Northumberland Church of England Academy**

### **The Academy Culture and Behaviour for Learning Policy**

<b>Responsibility:</b>	<b>Executive Director</b>
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<b>Approved by Governors:</b>	<b>Delegated to Executive Director</b>
<b>Statutory requirement:</b>	<b>YES</b>



# The Northumberland Church of England Academy

## Culture and Behaviour for Learning Policy

### 1.0 Links to Mission, Aims and Values

#### Inspiring Achievement – Encouraging Compassion

1.1 The Northumberland Church of England Academy seeks to inculcate a culture of learning, success, high expectations, aspiration, challenge and inclusion in all aspects of Academy life and through that to encourage life-long aspiration. This is reflected through the curriculum, the leadership and daily practices of pupils and staff, aspiring to be compassionate global citizens with a sense of community and social responsibility.

#### 1.2 Values Statement

Let your light so shine...’ [Matthew 5:16]

The Northumberland Church of England Academy strives to:

- Provide a distinctively Christian inclusive and diverse learning environment which honours God. Every learner, adult and child, is enabled, nurtured and challenged to be the best they can be.
- Encourage staff and pupils to aspire to fullness of life [John 10:10] that they may achieve their full potential.
- Promote the spiritual, moral, social, cultural, personal and physical development of individuals within a Christian framework.
- Sustain a community in which everyone is respected and valued.

In so doing we hope to enable all within our extended community to let their LIGHT shine and to ensure that the NCEA’s values of LOVE, INCLUSIVITY, GOODNESS, HOPE and TRUTH are well served by all the work we do.

1.4 This policy, and its associated procedures and protocols, is based on these key principles.

### 2.0 Culture Statement

This policy makes an invaluable contribution to this by:

- Ensuring that the culture and behaviour expectations enable the very best learning to occur;
- Providing opportunities for everyone to reach their full potential;
- Recognising and celebrating achievement and success;
- Encouraging high standards of behaviour

### 3.0 Aims of this Policy

The aim of the policy is to ensure that:

- Safe boundaries are established, providing a learning environment which stimulates good order, fosters positive behaviour, is secure, feels safe, and in which accountability and consistency prevail.
- Good relationships are promoted through a sense of belonging to God and to the community, through encouragement and a sense of hope and through an inherent belief in the power of forgiveness and redemption.

#### 4.0 Behaviour for Learning Principles

- **Education is our core purpose. Learning for all is our goal.** Nothing should detract from the learning opportunity for all.
- **Positivity** should pervade all we do. Use praise regularly and judiciously.
- **Teach the behaviours** we aspire to achieve. **Teach** goodness, honesty, inclusivity.
- **Ensure the teaching is strong in all lessons.** Poor behaviour is often caused by pupils' inability to access the curriculum or through boredom caused by lack of pace and challenge.
- **Consistency** in the way in which we apply policies and procedures.
- **Clarity** about what the rules are and the consequences of breaking them.
- **Address behaviour infractions** swiftly, robustly and justly.
- **Pupil voice:** engage pupils in the process of developing the behaviours for learning.

#### 5.0 The Policy addresses all of the following areas:

This section needs to be read in conjunction with the Protocol and Procedure Documents for each of the phases: Primary, Secondary (including Sixth Form) and The Centre.

These documents will include:

- Explicit messaging of expectations in planners, classrooms, and through assemblies.
- Rewards and Sanctions (Consequences) systems
- Procedures

Pupils are, for the purposes of this policy, deemed to be under the Academy's disciplinary / behaviour policy whilst in the Academy, travelling to and from the Academy, whilst in the Academy's uniform, whilst representing the Academy, and whilst participating in any activity organised by the Academy. Pupils should always attend events at the Academy in uniform, unless parents / carers are informed otherwise. This includes for parent consultation evenings and prize-giving.

Our expectations are simple but non-negotiable: we expect our pupils to be present, punctual, prepared, positive, polite and presentable.

#### 5.1 Behaviour for learning

- We expect the best behaviour from every pupil at all times.
- Pupils will be rewarded for supporting the Academy's code of high expectations and where they fail to achieve the expected standard the consequences are clear and consistently applied.
- Every child has the right to a free and excellent education. In order for those rights to be achieved all pupils must behave in an appropriate manner that enables learning to occur effectively.
- All staff have the right to teach in an atmosphere of calm in which learning is at its core. No pupil has the right to disrupt the teacher's ability to teach, nor their fellow pupils' opportunities to learn.
- All pupils must arrive at school ready to learn with all the right equipment for that learning to occur. This includes all the planners, books, stationery, PE kit and any other equipment (e.g. musical instruments) required for effective learning to occur.

#### 5.2 Punctuality and Attendance

- **Attendance for education is compulsory.** The Academy's governors expect that **all** of our pupils will attend school every day and only in exceptional circumstances of ill-health, important family occasions (weddings and funerals of close relatives) or an amazing opportunity, will absences from the Academy be authorised.
- **PLEASE NOTE:**

- Holidays in term time will never be authorised except in exceptional circumstances and only with the express approval of the Executive Director.
- All absences need to be notified immediately and in the case of planned absences permission needs to be sought well in advance.
- **Punctuality** is polite and respectful. It is an expectation that all pupils will be on time for school and for each lesson.

### 5.3 Uniform / Appropriate Dress

- The Academy has a uniform code appropriate to each phase which is outlined in the planners for the phase.
- The uniform is part of the identity of the Academy and should be worn well at all times, both within the Academy and when wearing it outside of the Academy.
- It is an expectation that all pupils will comply with the dress code at all times. Where a pupil is not able to comply, a parent or carer needs to inform the Academy in writing, in the planner, as to why the pupil is unable to comply with the dress code.
- In cases of need, the Academy is able to support parents and carers to meet the expectations.

### 5.4 Home / School Agreements

- Home/School agreements are an important part of ensuring that parents and carers are fully engaged in the learning behaviours of their children. This is a partnership of opportunities between parents, carers, the child or young person, and the Academy.
- Our intention is to achieve the very best for every pupil. We do that with full and supportive engagement from parents and carers.

## 6.0 Consequences

Each phase will set the consequences for actions appropriate to the severity of the pupil's failure to meet expectations. These will include the Academy's right to set detentions, conduct searches, monitor access and usage of IT and electronic devices. The law requires parents and carers to support such interventions.

### 6.1 Fixed and Permanent Exclusions

These exclusions only occur with the express approval of the Executive Director.

Exclusions may occur for behaviours which include:

- Actual or physical violence by a pupil towards another pupil, a member of staff or other adults within the Academy community
- Seriously disruptive behaviour that prevents the proper delivery of learning in class or prevents the effective learning of others
- Any action that would endanger self or others
- Illegal activities on the Academy site or whilst on any activity arranged by the Academy (e.g. theft, vandalism, possession, use of supply of drugs)
- Racial, gender, sexual orientation of any other form of abuse or harassment by whatever means, including cyber and social media.
- Harassment, intimidation or abuse of any member of the academy community.
- Failure to respond appropriately to the Academy's range of sanctions and interventions.

The above may result in fixed term exclusions or in a serious breach of the Academy's code of conduct in a permanent exclusion.

The 2006 Act, states that permanent exclusions are only permitted :

- 'In response to serious breaches of the school's behaviour policy, and/or,

- allowing the student to remain in school could seriously harm the education and welfare of others in the school.'

**Please Note:**

**The Academy's policy, protocols and procedures pertaining to Fixed and Permanent Exclusions is available.**