

Enterprise South Liverpool Academy

Behaviour for Learning

The sponsors' mission is that the Enterprise South Liverpool Academy (ESLA) equips all members of its learning community with the values, skills and attributes they will need for personal success and well-being in a multi-cultural society and global economy

Also to significantly contribute to community cohesion and regeneration as a centre of learning to provide support, training and business opportunities for the benefit of all local people.

*The **Enjoyment of Learning**, the opportunities provided through the **Enterprise and Business** and **Languages for Business** specialisms and a culture that reflects **Christian Values and Principles** are the core characteristics of the Academy. These complementary core elements are evident in everything the Academy does and represents.*

APPROVED DATE	Pending - Governors		
REVIEW DATE	December 2015		
SIGNED HEAD OF SCHOOL		PRINT NAME	KEVIN UNSWORTH
SIGNED CHAIR OF GOVERNORS		PRINT NAME	KEITH SEXTON

Introduction

The mission of Enterprise South Liverpool Academy, allied to the vision and ethos, is centred around 2 key aspects:

- The Love of Learning
- Christian Values

Students' attitudes and behaviour towards Academy life are not only linked to home circumstances and contexts but also to the quality of relationships promoted by Academy staff through their effective teaching, curricular content and organisation and their care and support for all students. The quality of relationships at the Academy is vital in order to create a culture to maintain the collective drive for excellence and is based on core Christian values.

The aim of the Behaviour for Learning Policy is to emphasise students' continuous learning and development and to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

Related Documents

Refer to guidance documentation at <http://www.education.gov.uk/schools/pupilsupport/behaviour/>

ESLA P26 – Physical Intervention

Roles and Responsibilities

The Principal and the Governing Body are responsible for the consistent and fair operation of this policy.

In implementing this policy staff will be responsible for

- ensuring that teaching and learning is interesting, challenging, and relevant and well-matched to the needs of students;
- setting good habits early in order to help students establish regular punctual attendance and good behaviour from the start, involving parents in the process;
- early intervention with prompt action where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated;
- rewarding achievements through positive recognition of individual students, classes or year groups achievements in good attendance and behaviour, and through recognition in assemblies and the award of certificates or prizes;
- supporting behaviour management by techniques such as assertive discipline and circle of friends to help improve and maintain high standards of behaviour and discipline;
- identifying underlying causes since poor behaviour may be linked to a student's problems in understanding lessons and so additional literacy or numeracy support may be required to address poor behaviour effectively;
- study support, including activities from homework clubs to thinking skills workshops, can help to reinforce school work. Family support services may help parents support their own children with school work.

In support of the policy parents will be encouraged to

- Promote good attendance and behaviour through home-academy agreements, parents' meetings and newsletters. The Home-Academy partnership is central to the successful personal development of all students.

In support of the policy students will be encouraged to

- Involve themselves in the Academy and contribute ideas through ESLA's Student Council, consultation opportunities and group discussions.

All other responsibilities are defined throughout the policy.

Policy

ESLA is committed to providing an environment where all people can feel safe, happy, accepted and well-integrated. It is important that an orderly framework and culture should exist within which effective teaching and learning can take place. In addition, ESLA holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is therefore important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and working in a high quality learning environment.

It is that policy at the Academy to

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others and prevent all forms of bullying among students;
- ensure students' standard of behaviour is acceptable; and
- regulate students' conduct, as appropriate.

In support of this, students will be encouraged at all times to develop

- *Respect for others*; their feelings, opinions, cultures, limitations and the right to their individuality;
- *Respect for themselves*; pride in their own achievements and that of others within the Academy, high standards of dress and behaviour and the desire to produce their best work at all times;
- *Respect for the environment*; their own, ESLA and other people's property; the community in which we live;
- *Respect for the future*; the belief that we can all make a difference by our contribution to the local, national and global community.

The Academy will operate a system of rewards and sanctions which it will monitor to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Where it is appropriate to do so, the Academy will involve external agencies for the purpose of behaviour for learning and guidance. Liaison between the Assistant Head of School for Inclusion, the Learning for Behaviour Directors and any other relevant staff will be necessary before involving other agencies.

Rewards and Sanctions

The range of rewards and sanctions open to ESLA staff are wholly dependent on the consistency by which responses are given. Fairness and consistency are cornerstones of effective rewards and sanctions. While students are expected to take responsibility for their actions, staff must be aware of their own responsibility to act according to good judgement, precedent and professionalism.

Rewards and sanctions must follow a recognised and easily understood pattern and sequence where the consequences of actions trigger a particular response. Nevertheless, situations arise which do not necessarily fit a set process thus, training and development will be provided to emphasise the importance of a shared understanding of the culture being developed at the Academy and the responsibility and accountability of all to promote this. In terms of sanctions, the Director of Progress will retain an overview of the use of a range of responses – see below.

REWARDS	SANCTIONS
Achievement Award	Teacher detention
Reward vouchers	Department detention
Postcards of Praise	Director of Progress intervention
Positive telephone calls to parents	Assistant Head of School intervention
Letters home	Buddy system
Subject commendations / student of the week	Time out / reflection
Badges for representing the Academy	Lunchtime detention
Celebration assemblies	After school detention
Roll of Honour Achievement	Pupil information form / parental appointment
Attendance and Punctuality Awards	Fixed term exclusion
Reward trips / visits	Managed move / permanent exclusion

Good Behaviour and Achievement

It is important that students are recognised when behaving and achieving well. Nevertheless, care will be taken not to reward behaviour that is simply expected as part of the Academy's culture or to counter poor behaviour with rewards for students' 'better' rather than 'beyond expectations' response. Consistency and high expectations are paramount. The following will be used as positive responses:

- Oral praise, personal recognition
- Written comments on individual pieces of work
- Recording of positive comment in students' personal documents, e.g. Record of Achievement
- Certificate of Achievement / Merit awards, in line with the Academy's current reward systems
- Card/letter home
- Telephone call home to parent/ carer
- Recognition in assemblies

Misbehaviour

Sanctions are only effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem. Early intervention measures will be taken to encourage the student to take responsibility for their own actions and general behaviour. Taking wider / extra responsibilities may also be a good strategy to help students to modify their own behaviour

Teachers are expected to deal with the following misdemeanours in the first instance:

- Attendance and punctuality to lessons
- Lack of equipment
- Poor organisation of work
- Monitoring of effort and achievement
- Monitoring of homework
- Chewing in class
- Removal of outdoor clothing
- Manners
- Litter/care for the environment
- Bad language

Staff should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues.

Referral

The Academy will implement a range of strategies to deal with unacceptable behaviour. A key element in tackling poor behaviour is the speedy and efficient sharing of information. A full picture of student behaviour should be identified in cases of referral.

Having made a referral, staff will be supported. However, the person to whom the referral has been made will be responsible for deciding the most appropriate course(s) of action. If there is no improvement in a student's behaviour following a referral, the person to whom the referral has been made must be informed that sanctions have not worked.

Any matter referred directly to a senior manager will usually result in parents being informed. Therefore, accurate written details of the incident should be provided as soon as possible on the student referral sheet or through a written report.

There are 5 levels in the Behaviour for Learning Plan. (Appendix 1)

Level 1

Dealt with by class teacher.

Teachers are expected to take responsibility for good behaviour in and around their classrooms. Incidents should be dealt with in an appropriate manner using a variety of classroom management techniques. Phoning parent/carers should only be done by the class teacher after consulting the Learning Manager/Pastoral Leader.

Level 2

Dealt with by the Head of Department and / or Form Teacher.

If a more serious incident occurs in the classroom which needs to be referred on, the referral must go in the first instance to the Head of Department. If an incident occurs outside the classroom the referral goes to the Form Teacher.

Level 3

Dealt with by the Head of Year.

A one-off serious incident or a series of repeat offences should be referred to the Head of Year.

At this level support is essential and referral to the Student Support Centre may be appropriate. This should only be after consultation with a Director of Progress / Assistant Head of School. The Head of Year will use appropriate sanctions which should include parent/carer involvement.

Level 4

Dealt with by Strategic Director for Inclusion/Behaviour for Learning Strategic Director.

Serious incidents or persistent misbehaviour will be referred to the Assistant Head of School for Inclusion. When making a decision two aspects are considered:

- The incident itself and the need for consistent sanctions.
- The student's behavioural history.

At this level support is essential. This may include:

- Referral to the Student Support Centre.
- Use of outside agency support.

Parent/carer involvement is essential. Sanctions available include monitoring period with parent/carer, isolation, fixed term exclusion.

Level 5

Dealt with in consultation with Assistant Head of School / Head of School.

On occasion it may be appropriate to refer a student to the Behaviour Panel. A behaviour contract will result from this meeting.

In extreme circumstances the recommendation at this level will be Permanent Exclusion. This decision would be made by the Head of School.

Serious Incidents of Misbehaviour Leading to Fixed Period or Permanent Exclusion

The Academy requires everyone to show respect, tolerance and understanding towards others. In this atmosphere punishment and imposed discipline are irrelevant and the staff and students through self-discipline and consideration will behave in a sensitive and civilised fashion.

It is the policy of the Academy to be inclusive for all students and support their personal and academic needs. Any exclusion of students from the Academy is not taken lightly. The decision to exclude a student for a maximum of five days lies with the Head of School.

The disciplinary sub-committee of the Governors is the only body empowered to expel students. The Governing Body will provide parents the opportunity to appeal against decisions taken by the Principal or the disciplinary sub-committee concerning exclusions.

The Academy will advise the police of any criminal activity; this includes racist incidents that are categorised as crimes.

- **Principles for Exclusion**

The Academy is committed to treating its students fairly and with the same respect and consideration as adult members of the Academy. The Academy will adopt a series of high expectations of behaviour based on individual responsibility and mutual respect in order to generate an environment where positive relationships between students and staff are encouraged to flourish.

The Academy will seek to put in place a range of intervention strategies which minimise the need for fixed period exclusions or permanent exclusions. These may include being placed on report, internal exclusion, managed moves and the involvement of appropriate external agencies.

Decisions to exclude a student for a fixed term period will only be taken on the balance of probabilities in response to breaches in the Academy's policy on behaviour and discipline, including persistent and disruptive behaviour.

Decisions to permanently exclude a student will only be taken in response to serious breaches of the Academy's policy on Behaviour for Learning and/or if the decision for the student to remain would seriously harm the education or welfare of another student.

- **Procedures for Exclusion**

Students may be required to leave the Academy campuses under the following circumstances where:

- There is sufficient evidence that a student has committed a disciplinary offence which if by allowing the student to stay on site may seriously harm the education or welfare of others.
- A student is accused of a serious criminal offence
- For medical reasons, the student's presence on site represents a serious risk to the health and safety of others (this does not constitute an exclusion)
- Where a student is in breach of the Academy's policy on uniform and appearance (this does not constitute an exclusion)

Only the Head of School or Acting Head of School may take the decision to exclude a student. In taking the decision to exclude a student the Head of School will take into consideration mitigating factors and aggravating factors. Mitigating factors may include provocation as a result of bullying, the student's emotional and/or medical condition, potential coercion by other students, and the nature of the offence and whether it is a first offence, previous behaviour, an apology, an admission, willingness to cooperate with the investigation and a willingness to make restitution towards the victim.

Aggravating factors may include failing to heed warnings about the risk of exclusion, premeditation of the offence, use of a weapon, previous history of similar incidents, witness intimidation, the victim(s) sustaining injury, the victim being a younger or vulnerable student, significant support provided by the Academy to modify behaviour, lack of contrition or willingness to accept responsibility for his/her action and not cooperating with the investigation or seeking to frustrate it.

• **Notifying Parents**

When the decision to exclude a student has been made the parent or student will be notified by telephone and this will be confirmed in writing.

Written confirmation of the exclusion will include the following details:

- for a fixed term exclusion the precise period of the exclusion
- for a permanent exclusion the fact that it is a permanent exclusion and the date from which the exclusion takes effect
- the reasons for the exclusion including any relevant previous history
- the days and dates on which the parent is required to ensure that the student is not present in a public place during school hours
- the parent's right to make representations regarding the exclusion to the Governing Body and how the student may be involved in this
- the person in the Academy who the parent should contact if they wish to make representations
- the latest date by which the Governing Body must meet to consider the circumstances of the exclusion
- the arrangements that will be put in place to ensure that the student is able to continue their education during the first five days of the exclusion, including the setting and marking of work (it is the parents responsibility to ensure that this is completed and returned to the Academy)
- the school days on which a student may be provided with alternative full time education or may be required to attend an alternative provision. This information may be given by separate notification but will be at least 48 hours before the education is to be provided.
- for fixed term exclusion, the arrangements for reintegrating the student into the Academy will be provided including the date and time the student should return to the Academy and this may also require the parent to attend an interview with the Head of School prior to reintegration

• **Notifying Governors**

The Head of School will inform the governing body of all fixed term exclusions once per term. The Head of School will inform the Chair of the Governing Body within one school day of all permanent exclusions or fixed term exclusion which would result in a student being excluded for more than five school days in a term. This notification will include the following:

- the student's name
- the length of the exclusion
- the reason for the exclusion
- the student's age, gender and ethnicity
- if the student has a Statement of Special Educational needs
- if the student is looked after
- for fixed term exclusions of more than five days, the alternative provision that has been put in place.

The Governing Body will review all fixed term and permanent exclusions and consider any representations made to them by parents. The Governing Body may consider more than one exclusion at a meeting and will seek to meet to ensure that any exclusion does not result in a student missing a public examination.

On receiving notification from the Principal, the Governing Body will:

- convene a meeting between the 6th and the 15th school day after receiving notification of the exclusion, for fixed term exclusions of more than five but not more than 15 days, where a parent has requested consideration by the governors,
- convene a meeting between the 6th and 15th school day after the date of receipt of the notice to consider the exclusion for permanent exclusions or a fixed period exclusion of more than 15 days.

The Governing Body will invite the parents or student if aged 18 or over to attend the meeting. It will request written statements and will circulate these at least five days in advance of the meeting. The Governing Body may uphold the exclusion or direct the student's reinstatement. The outcome of the review will be added to the student record in the Academy.

- **Attendance Registers**

Where a student has been excluded for a fixed term of up to five days and no alternative provision is made, attendance registers should be marked using Code E. Where alternative provision has been made Code B (education off site) or Code D (dual registration) should be used.

Where a student has been permanently excluded they should not be deleted from the register until after the appeal process has been completed.

- **Appeals**

In discharging its duty the Academy will ensure that the Independent Appeal Panel has regard to the Secretary of State's guidance on exclusions. Where a permanent exclusion is upheld by the governing body the parents or the student if aged 18 must be notified in writing. This notification must include the following:

- the reasons for the decision
- the last day on which an appeal may be lodged
- an explanation that appeals may only be received in writing

Where an appeal is received, the Academy will convene an independent appeals panel which will comprise of three to five members of the following categories:

- a lay person who will be the Chair of the panel
- one or two must be or have been a governor of a maintained secondary school and have served in this capacity in the last twelve months. They must not be or have been a Principal, Headteacher or teacher in the last five years
- one or two must be or have been in the last five years a Principal or Headteacher of a maintained secondary school

An appeal panel will meet to consider the appeal no later than the 15th school day after the day on which the appeal is lodged.

The panel may agree to adjourn the hearing if, after having regard to the particular circumstances, it considers it would not be appropriate for it to proceed to determine the outcome. This may arise from circumstances where further information is required or the parent requests a hearing after the 15th school day following the lodging of the appeal.

During the appeal panel each party will be given the opportunity to put forward their case. The governing body may wish to call witnesses who were directly involved in the incident which led to the exclusion.

The appeal panel may:

- uphold the decision to exclude
- direct immediate reinstatement with a specified date for return and potentially add conditions to the return
- conclude that permanent exclusion should not have taken place but reinstatement to the original school is not practicable. The reasons for not directing reinstatement must be made in writing

The appeal panel is independent and the decision is binding on the parent, the Governing Body and the Head of School.

The appeal panel will inform all parties of the outcome by the end of the second working day after the hearing outlining the reasons for the decision, clear information about the behaviour and offences. Where a panel overturns the exclusion but does not direct reinstatement clear reasons must be given.

Where the appeal panel recommends reinstatement the panel must immediately inform the principal specifying the date by which the student must be readmitted.

Definitions

There are none

Appendices

Appendix 1: Behaviour Management Toolkit

Appendix 2: Behaviour for Learning Referral

Appendix 1: Behaviour Management Toolkit

Acceptable standards of behaviour, work and respect depends on the collective example we set. Relationships are vital between everyone and at every level and are key to this process. Staff must take the initiative and apply the following:

- Meet and greet
- Smile and relate
- Communicate clearly
- Treat everyone as an individual
- Set and expect high standards
- Expect to give and receive respect
- Model acceptable behaviour
- Apply rules fairly and firmly

Students will always test the Academy's boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way in which they are handled. It helps by:

- Avoiding confrontation
- Listening and giving students a voice
- Establishing the facts and making judgements only when certain of these facts
- Using sanctions / punishments sparingly

All informal contact contributes to standards of behaviour. Staff must take the initiative to monitor and control behaviour at every opportunity and take responsibility to:

- Meet and greet students
- Start the dialogue
- Set high standards of speech, manner and dress
- Deal with unacceptable behaviour in line with the policy – ignoring it serves to condone it
- Report damage, graffiti or litter problems
- Apply the policy continuously and consistently

When presented with particularly challenging students and situations, staff must remain calm and professional and be sure to avoid the following:

- Humiliating studentswhich breeds resentment
- Over-reactingwhich causes the problem to escalate
- Blanket / group punishmentswhich leads to innocent students feeling unfairly treated and resentful
- Audience build-upentertaining to the crowd exacerbates the situation
- Making physical contact unless it is restraint

It often helps to do all you can do to:

- Use humour to diffuse a situation builds bridges and develops relationships
- Remain calmreduces tension and eases the situation
- Listen to students in turnearns respect and helps to reach a judgement
- Get to know students as individuals it develops confidence
- Be consistent it helps to reinforce and strengthen the policy and will improve behaviour
- Smilea national survey showed that this is what pupils like the most in teachers!

Above all.....

- Be flexibletreat every situation and student in the most appropriate manner
- Provide support for less experienced colleaguesgood behaviour management is a skill learned through taking advice and gaining experience
- Remember it's a team effortapply policies consistently will support colleagues and help create the culture that is envisaged
- Use rewards judiciously but wherever possible take every opportunity to praise students who take responsibility and act as positive role models

Appendix 2

Behaviour for Learning				
Level 1	Level 2	Level 3	Level 4	Level 5
Dealt with by class teacher	Dealt with by Curriculum Director and/or Form Teacher	Dealt with by Head of Year	Dealt with by Directors for Inclusion	Dealt with by The Assistant Head of School in consultation with the Head of School
(Some examples – not exhaustive)	(Some examples – not exhaustive)	(Some examples – not exhaustive)	(Some examples – not exhaustive)	(Some examples – not exhaustive)
Attendance and punctuality to lessons	Disrupting the education of peers	Abusive language towards staff	Serious assault on another pupil	Assault on a member of staff
Inappropriate classroom behaviour	Preventing teacher from leading students' learning	Refusing to co-operate	Drug/alcohol use	Possession of a weapon
Lack of effort/achievement	Inappropriate behaviour around the Academy	Fighting	Sexually inappropriate behaviour	Selling drugs/alcohol
Lack of equipment	Escalation or persistence of Level 1	Escalation or persistence of Level 2	Escalation or persistence of Level 3	Escalation or persistence of Level 4
Removal of outdoor clothing				
Inappropriate language				
Eating/drinking in class				