

Ormiston Forge Academy

Behaviour for Learning Policy

March 2015



Approved by the Curriculum and Standards Sub-Committee under powers delegated by the Governing Body: **20th May 2015**

Review period: **June 2017**

Aims

At Ormiston Forge Academy we believe that all students have a right to learn in a happy, caring and supportive environment. This should enable every young person to achieve their full academic potential, whilst developing confidence as well as the social and emotional skills to succeed in all aspects of academy life and beyond.

We recognise that Students can only reach their potential if standards of behaviour are consistently high, and if students' learning is not disrupted by the behaviour of others.

Core Values

The core values underpinning the behaviour for Learning Policy at Ormiston Forge Academy are;

- A consequences system which is transparent, fair and consistently applied by all staff.
- Restorative practices – Both staff and students understand the importance of dealing with behaviour in a way that allows all parties to reflect on a situation and decide on what needs to be done to put a situation right.
- Rights and Responsibilities – All students have a right to expect high quality learning and teaching, positive supportive relationships, with staff acting as role models, as well as having a variety of opportunities to participate in a broad range of extra curriculum activities. The academy actively encourages student voice and leadership opportunities. Students are also expected to take responsibility for their behaviour and its impact on their own learning and others.
- Respect – Relationships are based on mutual respect, tolerance and understanding, bullying and discrimination will not be tolerated at the academy.
- A praise culture – student achievement will be continually recognised through praise and reward throughout the academy.
- Inclusion – We recognise that students require additional support for a range of individual needs, we offer a fully inclusive provision through our on-site Success Centre

Praise and Reward

In order for our students to achieve their potential they need to feel safe, secure and have a positive self-image. A young person will thrive if they know that what they do is acknowledged by others through praise and reward. Fundamental to our ethos at the Forge is a 'Praise Culture' involving both positive language and positive relationships. We ensure that our student's achievements are continually recognised at every possible opportunity, through the following;

- Carrot Reward system – stickers, postcards, certificates
- Verbal praise
- Telephone call/letter home

- Certificates and Prizes on Evenings/days to Celebrate Achievement and attendance
- Praise Assemblies
- Praise Postcard/certificates
- Trips to recognise outstanding attendance
- Graduation/Prom celebrations

Carrot Rewards

In order to encourage individual responsibility all students will be encouraged to record their individual achievements on our electronic Carrot reward system. Each time a student is given a carrot sticker, post card or certificate by a member of staff in recognition of individual achievement it will contain a unique identification number which is worth a fixed number of points, a student is then able to record this on their individual carrot account and exchange the accumulated carrot points for a range of prizes and experiences.

Information regarding individual student's praise and reward progress is available to all staff on our Management Information System, Sims. This information will be regularly shared with parents/guardians to ensure that parents/guardians are helping us to recognise students' achievement beyond the academy gates.

Consequences Ladder and sanctions

At the Forge we believe that all students should be given an opportunity to reflect upon their behaviour in order to move forward positively. This process also gives students the opportunity to take responsibility for their actions, acknowledge its impact on themselves and others, whilst encouraging responsible citizenship. It also aims to develop individual social, moral, spiritual and cultural awareness. This is achieved through using both restorative practices and the consequences ladder.

In order to address any behaviour that will prevent a student making the required progress; the academy operates a consequences ladder. This ladder categorises all behaviour types from Restorative Opportunity 1 to Restorative Opportunity 5. All staff and students are aware of who will deal with certain types of behaviour, what consequences will be used to address the behaviour and who will be informed of the behaviour in order to support the student in making progress.

Underpinning the consequences ladder, staff and students will be expected to address issues of unacceptable behaviour through the use of restorative questions, these questions are intended to allow all parties involved in a behaviour incident to look at what happened, how they felt at the time and who the behaviour has affected and how it has affected others. It also allows agreements to be reached on how to resolve an issue.

Information regarding the behaviour record for an individual student is logged electronically. This information will be used to ensure that individualised support is given to students at an early stage to remove barriers to learning.

Sanctions at the academy

Permanent exclusion

See also the Academy Exclusions Policy

There are certain circumstances where the Principal will permanently exclude a student from the academy in order to ensure the safety and welfare of others. This includes in instances of;

- Serious actual or threatened violence/extreme verbal abuse against another pupil or staff
- Persistent disruption or defiance that compromises the safety of themselves and others
- Possession/supply of drugs
- Possession of a weapon
- An individual incident which is deemed so serious that it warrants permanent exclusion

Fixed Term exclusion

Where the Principal regards a student's behaviour as so serious as to require a more serious sanction, a fixed term exclusion will be given. This action requires a student to be kept at home by parents/guardians, with work provided by the academy for a period of between 1 and 5 days in length. A restorative reintegration meeting with parents will be required prior to the students return to the academy to discuss the reason for the exclusion and how the student will be supported, as well as expectations regarding future conduct on a student's return to the academy. A student who has received a fixed term exclusion will also be expected to engage in a period of restorative reflection before they are reintegrated back into the academy. This is carried out through our onsite Success Centre. Following the restorative meeting the student will be expected to attend the success centre for a fixed period of time, this will be agreed with parents at the reintegration meeting. The restorative reflection process will include time spent in the Reflection Room where there will be an initial assessment of behaviour, followed by academic work from subjects/key skills as well individual mentoring sessions to identify and address issues which led to the initial exclusion. This will ensure that the reasons for the student's behaviour are fully addressed and ensure the student is able to make progress upon their return to the academy as well as identifying areas where a student will need additional mentoring/behavioural support to sustain progress

The reflection room

The reflection Room will also be used to address behaviour which is considered serious enough to need a period of reflection. The reflection room will operate at different times to the rest of the academy. Starting at 9.00 and finishing at 4.30. Students will spend breaks and lunchtime in reflection. A student will spend the first 30 minutes in the Reflection room reflecting on their behaviour. This is supervised by staff. A period of a student's time in reflection will also be spent working on their academic subjects/key skills as well as a period spent with a mentor to address behavioural issues.

Good Neighbour Policy and Senior Staff call out

The academy operates a good neighbour policy (an identified member of the same department who can offer support to another classroom teacher) and a senior staff call out system to deal with instances where learning is disrupted due to a student's behaviour and a period of reflection/further action is required.

As an academy we expect our students to take responsibility for their actions and therefore we require our students to engage in a variety of community activities to put right a situation that they have been responsible for creating and develop skills of good citizenship.

Academy/Home Agreement

The academy considers it vital that there are strong links between the academy, students and parents/carers if students are to make progress. The home/academy agreement sets out the entitlement and responsibilities of each within this partnership. The home/academy agreement is contained with the student planners and there is a requirement that it is signed by all.

Uniform

All students are required to follow the academy uniform code. Any student not in the required uniform will be asked to either go home to change or a request will be made to parents/carers to bring in correct items of uniform. Where there is a valid reason for a student to not follow the academy uniform code. A note will be required from parents/carers. A member of staff will record this information into the student planner.

Progress Forms

In order to ensure that our students make progress whilst at the academy, each student is assigned a Progress Tutor. The role of the Progress Tutor is to monitor the progress of each student in their form. The progress tutor will meet with students Monday to Thursday for 15 minutes each morning to ensure any barriers to learning are identified and appropriate support and guidance is given, enabling each student to be 'ready to learn'. The progress tutor will also deliver a PSHE programme for 45 minutes once a week which covers a variety of important issues including relationships, drug and alcohol education, citizenship and online safety. Every student has an entitlement to a regular progress review meeting with their Progress Tutor to discuss their progress and set/review targets.

Student support through mentoring

In order to support our students we offer a range of mentoring programmes to those students who have been identified as requiring additional support. Mentoring programmes will take place individually or in groups with a member of our mentoring team. The length of the programme will be dependent upon an assessment of individual needs. Prior to the mentoring programme commencing, parents will be contacted to ensure we are working in partnership and any additional issues can be identified.

Parent partnership and support

We also work in Partnership with parents through our parent drop in sessions at the success centre. These sessions give parents an opportunity to discuss issues with our Family Intervention Manager in a supportive environment.

Our Family Intervention Manager will also visit parents at home, where necessary in order to support the work undertaken with students at the academy.

The use of reasonable force on students by staff at the academy

The law allows staff at the academy the power to use reasonable force on a student in a number of situations. These include when a student is;

- committing an offence,
- injuring themselves or others
- damaging property
- To maintain good order and discipline in the classroom.

On the rare occasions where there is a need to use reasonable force on a student, parents/guardians will be contacted by a senior member of staff to discuss with you why this course of action was taken and what support we can offer to the individual student.

Searches and Confiscation of prohibited items

In order to ensure the orderly running of the academy the Principal will also allow designated members of staff to use reasonable force when conducting a search without a student's consent for the following prohibited items;

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers, fireworks,
- pornographic images
- article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student)

Any items confiscated from a student which are illegal will be passed to our community police officer to dispose of.

Other items will be secured safely for parents to be collected following a discussion with staff as to how a student can be supported further by the academy

Academy staff can also search a student for any item which may interfere with the orderly running of the academy with their verbal consent under the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.

Unacceptable behaviour outside the academy

Community partnership and cohesion is extremely important at the Forge academy, we consider ourselves to be a community facility to be used and enjoyed by all. We expect students to take responsibility for their actions outside of the academy; we also have a legal right to discipline students for misbehaving outside of the school premises under Section 89(5) of the Education and Inspections Act 2006

All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy consequences ladder.

This will include any unacceptable behaviour when a student is:

- taking part in any activity organized by the academy
- travelling to or from the academy
- wearing academy uniform
- in some other way identifiable as a pupil at the academy
- could have repercussions for the orderly running of the academy or
- poses a threat to another student or member of the public
- could adversely affect the reputation of the academy

Attendance and punctuality to the academy

Students are expected to attend the academy every day in order to maximise learning and ensure the required progress is made.

If a student is absent from the academy a member of the attendance team will contact parents/guardians to discuss reasons for your child's absence.

As an academy do not authorise any holiday leave from the academy as this counts as missed learning time and impacts on a student's progress.

The academy day starts at 8.45, all students should arrive at the academy for 8.30 to ensure they arrive promptly to lessons.

If a student is late to the academy, they will be required to report to the late desk in reception, where they will be issued with a detention for 15 minutes at the end of the academy day.

Parents will not be notified of this detention unless a student is late on several occasions and there is a concern that the student will not make progress due to lost learning.

Failure to attend an after academy detention will result in a 30 minute detention on Friday afternoon, which parents will receive notification of by letter. This will be supervised by a senior member of staff.

If a student is late to lessons without a valid excuse during the academy day their teacher will record how many minutes late they are to each lesson.

A student will receive a detention for Friday afternoon to pay back any lost learning time they have accumulated over a 5 day period.

Lost Learning time detention

Minutes of lost learning	Length of detention
1 – 15minutes	15 minutes
16 – 30 minutes	30 minutes
31 – 45 minutes	45 minutes
46 – 60 minutes	1 hour

Parents/guardians will be given 24hour notification by letter of the lost learning time detention.

Failure to attend lost learning time detention will result in a further, longer detention being set on the following Friday, parents/guardians will be informed of the length of this detention.

The academy detention policy aims to ensure that students understand the importance of punctuality, both to the academy and to lessons, and the value we place on ensuring that students make progress and are not disadvantaged as a result of lateness.