



## **Ash Hill Academy Positive Learning Policy 2014 - 2015**

Good teacher/student relationships are at the centre of good classroom management; therefore, meaningful dialogue and engagement are essential for good learning to take place.

Attitudes to learning and attitudes to other people are shaped throughout the day whenever there is contact between staff and students, not just in the classroom. It is imperative then, that all staff encourage positive behaviour and challenge negative behaviour at all times.

### **Staff responsibilities**

It is important to remember that any system needs to be taught to students if it is to be successful; it also needs to be used by all staff in a fair and consistent manner. If staff are perceived to be using the system unfairly, it will make parents unsupportive and students uncooperative.

It is the responsibility of all members of staff to talk through the system, with each of their teaching groups. Reminders about the system should be given on a regular basis.

Our policy is to reward the positives that happen every day within our classrooms.

### **Formal Start**

All staff should meet their teaching groups at the door and prepare for a formal start to their lesson.

### **Rewards**

**Big UP Wall** – All students are able to receive rewards during each lesson through an accumulation of praise stamps which are added to their Big Up Wall. The stamps are for a mixture of positives during the lesson but based largely around good work and effort.

**College tokens** – Students can earn a token through a variety of activities, such as good manners, care and consideration towards others. The college with the most tokens will win the right to go on a school trip.

**Positive behaviour/100% attendance badges** – Students with 100% attendance receive a badge (to wear on school blazer) and certificate. Student names will also go into an end of term draw to win “Love to Shop Vouchers.”  
Students who have no behaviour points /comments will also receive a badge and be entered into an end of term draw.

**Praise Postcards** - Students could receive a postcard for achieving success within a specific subject or reaching targets set by their form tutor and/or pastoral team.

## Consequences

### 3 Strike Rule

Once the lesson has begun, i.e. all students are in their places and the teacher is ready to begin the lesson, the ‘3 Strike Rule’ comes into operation.

Strikes should be used to move students through the ‘Traffic Light’ system.

- ⇒ **First strike (Green):**
- ⇒ **Second strike (Amber):**
- ⇒ **Third strike (Red):**

‘Strikes’ should be given for:

- **talking over the top of the teacher**
- **shouting out across the room**
- **walking about the room without permission**
- **rudeness to staff or students**
- **not working/repeatedly off task**
- **punctuality: Arriving after the second bell**

Good practice shows that students respond better to the strike system when the ‘strikes’ are visually displayed against student names.

**PLEASE NOTE** : Students can be moved through the ‘3 strike’ system either for repeated breaches of the same strike rule or a combination of different breaches of rules.

### Shouting out

Teachers should be in control of any conversations in their classrooms therefore, when using discussion and questioning staff should make it clear to students how they would like them to respond.

Are the students required to:

- **shout out their answers?**
- **put up their hands to answer?**

- **wait for an answer from a pre-selected student?**

It should be made clear to students that they should not shout out for attention or shout across the room to any other students, as this would lead to a 'strike' as indicated above.

Some classroom behaviour will mean that students bypass the '3 strike' system.

A safety net bypassing the strike system should only be given for:

- **swearing in class**
- **aggressive or intimidating behaviour towards staff or students**
- **repeated refusal to follow instructions**

### **Safety Net**

A 'Safety Net referral' will result in the student being removed from lessons and placed in another classroom to complete work. Students will resume normal lessons.

In the event of a student being referred to safety net on two occasions in one day, the student will be withdrawn from lessons and parents/carers will be contacted to discuss the student's behaviour/attitude and will be placed in the Reflection Room for a period of time.

Any member of **staff** who sends a student to Safety Net **MUST ensure that information, as appropriate, is entered on both the YSN slip and also the SIMS system** to support the Parent/Carer behaviour meeting that will take place.

When a student is sent to Safety Net, an automatic detention is issued, with the pastoral team. It is therefore important to be perfectly clear that the policy and processes have been followed correctly and there has been a good reason for students being sent out.

### **Detentions**

As a consequence to all safety net referrals, students will be required to sit a 45 minute detention at a designated time. During the academic year 2014-2015, pastoral detentions will be held on a Monday, Wednesday and Friday. The pastoral team will make contact with home to inform parents/carers of detentions as appropriate.

### **Curriculum Detentions**

Curriculum detentions may be set after school or during lunch. Parents will be notified by post if a student receives curriculum detention, details of day time and location will be included in the letter.

Curriculum detentions may be issued for the following reasons:

- **persistent lateness to lesson**
- **lack of homework or poor effort with homework**
- **consistent poor effort in class**
- **repeatedly forgetting exercise books**

## **Reports**

Students who fail to comply with departmental expectations may be placed on report in the first instance.

### **Blue report, the class teacher should:**

- send a letter home and record on SIMs
- meet with the student to discuss student profile using the behaviour spreadsheet and achievement data
- set SMART targets; Short, measurable, Achievable, Relevant, Targets
- reward the student when targets are achieved
- monitor the student for six lessons

### **Red report, the curriculum leader should:**

- repeat the above process making contact with parents /carers and the student
- check with year teams/SENCo to investigate and additional "student issues" i.e. CP/SEND /other agency involvement.
- Monitor for six weeks.

### **Line managers should, if student fails red report:**

- Arrange to meet with Learning Leader, Line Manager, parents/carers and student
- Allocate the student for one day in the Reflection Room.

### **Pastoral Reports:**

Issued by the year team, to monitor behaviour and compliance with academy rules. Parents/carers will be informed and SMART targets will be set.

## **Internal Exclusions**

An internal Exclusion will be put in place for students who display the following unacceptable behaviours:

**assaulting another student**  
**serious incidents of fighting**  
**swearing at a member of staff**

An Internal exclusion will be from 10am until 5pm and be held in the Reflection room.

### **Internal Isolation**

Students who display the following unacceptable behaviours will be placed in internal isolation:

**Fighting that can be quickly resolved through a restorative approach.**

**2 x Safety Nets**

**Defiance**

**Swearing**

As an academy we want to reduce the numbers of FTE. A fixed term exclusion is the last resort and are sanctioned by the Principal/ Vice/Assistant Principal of the Academy.

Both internal exclusions and external exclusions could lead to time at another academy.

### **Mobile Phones and Headphones**

Mobile Phones and headphones are banned from use in school.

The message has to be that, if a phone is not seen or heard, nothing will happen. However, it must be made clear that the academy can take no responsibility for lost and /or damage to phones etc .

- During lessons: If they are seen in a lesson, the student should be sent immediately to student reception to have the phone confiscated. The 'Safety Net' procedures will then be followed.
- Out of lessons: The student should be escorted immediately to student reception to have the phone confiscated, to be returned at the end of the day.

## **Respect/SMSC (Social ,Moral, Spiritual, Cultural)**

Students should be challenged at all times, by all adults that work in our school if they show a lack of respect. This can manifest itself in many ways:

- **Addressing adults:**
- no use of first names
- Mr (name), Sir, Miss, Mrs/Miss (name) to be used at all times
  
- **Following school procedures without being reminded or prompted:**
- no shouting out
- wearing the uniform correctly
- having the correct equipment
- whilst students are e. This will be managed by the lunchtime supervisors.
- no food to be taken out of Café Azure or Café Violet
- no running in corridors
- no boisterous behaviour
- no shouting
- no name calling

## **Out of class behaviour/SMSC**

All staff should encourage a calm atmosphere at all times of the day, including before lessons, between lessons and during break and lunch time. All students should:

- ⇒ **Walk on the left hand side of the corridor, no running, pushing or boisterous behaviour**
- ⇒ **Talk to each other, not shout**
- ⇒ **Not chew**
- ⇒ **Not use mobiles**

It is the responsibility of all staff to challenge any student who is behaving in an inappropriate way outside of the classroom.

The aim of this guidance is to ensure a calm and safe environment when students are moving between lessons and during breaks and lunchtimes. In order to achieve this there are a number of expectations that we look to for both staff and students.

## **Lates**

Students, who are deemed late (arrival to school after 8.30am) without a verified and acceptable reason, will complete a detention with their year leader. On each day a student is late they will accrue detention time of up to 45 mins which

will trigger the detention. Parents/Carers will be informed if any student is to be held in detention.

### **Staff Responsibilities and Duties**

All staff are included in the break time duty rota; this rota is distributed annually and details the areas that are covered by staff.

Lunchtime duties are also placed on a rota. All dining areas are supervised.

Curriculum areas are encouraged to open up a classroom for lunchtime activities to take place.

### **Lesson change over:**

Staff should be in their teaching rooms as students arrive for a lesson and greet students at the door. This will ensure there are no issues outside the classroom and entry to the classroom is both orderly and calm.

Where appropriate, staff should be on corridors during lesson change-over to assist in orderly movement around the buildings.

Staff who are not teaching may wish to be a presence in corridors or outside, to assist in quick and orderly movement around the buildings.

All staff should challenge students that display inappropriate behaviour at any time.

### **Student Responsibilities:**

All students should behave in a manner that ensures a calm and safe environment for everyone.

Behaviour in corridors:

- no shouting
- no running
- walk on the left
- no boisterous behaviour
- line quietly outside classrooms

Movement around the site:

- Between lessons, travel from A to B as quickly as possible
- All students should follow the 'One Way' system where appropriate

Behaviour at lunchtime:

- No food to be eaten inside any buildings, other than designated areas
- Where food is taken outside to eat, students should make sure any litter is placed in a bin

### **Positive Learning Staff Responsibilities**

The aim of the Positive Learning Policy is to create an environment that will allow all students to learn. The success of this is the collective responsibility of all staff. The lists below are guides and by no means extensive. All staff should use their professional judgement when dealing with students and supporting colleagues in order to achieve our aims.

#### **Curriculum Leaders:**

As a Curriculum Leader I am responsible for:

- Monitoring behaviour within my curriculum area through the use of SIMS
- Dealing with individual students in relation to the Climate for Learning
- Ensuring good communication and liaison with my subject teachers
- Ensuring good communication and liaison with Year Leaders.
- Ensuring good communication and liaison with Form Tutors
- Ensuring good communication and liaison with parents

#### **Teaching Staff:**

As a member of the teaching staff I am responsible for:

- Being punctual to all lessons
- Meeting students at the door and dismissing from the door
- Checking students' uniform
- Ensuring that students are fully equipped and ready for learning
- Providing a stimulating environment that encourages learning
- Providing work that is suitable to the needs of individuals
- Following the Climate for Learning Policy and recording issues on SIMS
- Rewarding students for positive behaviour
- Not allowing students out of my lessons without a PASS and then, only one at a time
- Ensuring no Phones visible in school
- Ensuring my duty is always covered

#### **Form Tutors:**

As a Form Tutor I am responsible for:



- Ensuring attendance to tutor time
- Ensuring effective use of tutor time
- Checking uniform and dealing with any issues
- Checking equipment and dealing with persistent issues
- Monitoring students' behaviour and setting targets as appropriate
- Monitoring students' attendance
- Liaising with Year Leaders
- Liaising with subject teachers