POSITIVE BEHAVIOUR FOR LEARNING POLICY
SECONDARY

INTRODUCTION

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. Our core values of mutual respect, personal discipline and hard work are fundamental to ensuring uninterrupted teaching and learning and to enabling us to achieve our ambitious goals. Without the highest standards of behaviour, outstanding teaching and learning cannot take place. We expect exemplary behaviour and conduct from students, both in the academy and the local community, and expect that students acknowledge, and respect the authority of staff at all times.

Our exceptionally high expectations for students can only be achieved if all partners in the learning process (staff, parents/carers and students) accept their collective responsibilities in the implementation of the academy's aims. Excellent behaviour is therefore the responsibility and concern of everyone in the school community and all members of staff are responsible for ensuring that agreed behavioural expectations are upheld. Whilst the adults are responsible for creating the conditions for positive behaviour through ensuring clear structured routines and explicitly teaching those routines, the students themselves must, take personal responsibility for their own behaviour.

We support students in developing respect and consideration for others through the BRIDGES framework which underpins the curriculum, policies and ethos of the Academy. We explicitly develop BRIDGES through BRIDGES lessons, our praise and recognition systems, 1:1 BRIDGES mentoring and our BRIDGES strength measure where students self-assess their development of dispositions. Students learn self-discipline, to respect others and to have respect for the rights of others. They learn to honour different views, interests, backgrounds and outlooks. Interactions between members of staff, between students, and between staff and students are based on trust and the highest regard for each other. The language we use and the way in which we communicate with each other reflects this.

We are aware that students will make mistakes as part of the learning process and part of growing up. Where students behave in a manner which is detrimental to their own learning and well-being, or the learning and well-being of others, they will be sanctioned. Sanctions are there to help students understand that they have done something wrong.   Sanctions will always be carefully explained and students will be given the opportunity to reflect and reconcile with adult guidance. The 'sanctions' section outlines the sanctions that will be used to support students and the praise and recognition section outlines how we recognise and celebrate success.

PRAISE AND RECOGNITION POLICY

At Isaac Newton Academy we believe that it is important to celebrate all forms of achievement, effort and progress, both in the taught curriculum, in enrichment activities and in activities beyond the academy. This will include recognising and praising the following:

Aims of the Praise and Recognition Policy

- To celebrate all forms of achievement
- To differentiate between degrees of success and ensure that praise and recognition are proportionate to the level of achievement or effort and quality of outcomes
- To celebrate improvement in academic performance or behaviour
- To share this celebration of achievement and improvement with Parent/Carers
- To encourage students to develop a growth mindset
- To increase motivation, self-esteem and aspiration
- To encourage students to take responsibility for their own learning
- To cultivate a positive and purposeful learning ethos within the academy
- To raise standards through sharing of exemplar work and acknowledgement of achievements
- To recognise service to and within the academy and to the wider community

The Merit System

Merits are given by all members of staff to recognise students' achievement and progress, acquisition of knowledge, use of learning dispositions or for showing character, for instance:

- A one-off piece of excellent or outstanding learning
- A particularly impressive question or answer in class discussion
- Sustained effort leading to improvement
- A high level or a level showing a marked improvement in a test, controlled assessment or learning outcome
- Representing the school in an event e.g. choir, sports team
- Service to the academy community e.g. helping at Parents Evening
- Making a significant contribution as a Sports Rep or as a Student Council member
- Making a contribution e.g. helping to deliver an assembly
- Demonstrating effective use of one of the seven BRIDGES learning dispositions/characteristics (see BRIDGES policy).

Merits are recorded on Bromcom (by the member of staff awarding) and merit totals (by individual and by tutor group) are shared with students each week through tutorial sessions. Students use their organisers to track their merit progress and record when they reach key milestones. This provides something visual that they can share with parents/carers. At Awards Assemblies, certificates are presented (bronze, silver, gold) depending on the number of merits awarded. The Pastoral Leader i/c Praise and Recognition is responsible for providing the information to each PL, as well as keeping the digital screens, the newsletter, the year group boards and the Praise and Recognition board up to date with merit totals for individuals and between form groups.

The tutor group with the most merits for the term will be presented with a merit shield and a tutor group certificate for display on the Year group notice board. This will be restarted at the beginning of each term. There will also be an award for the tutor group that has the highest annual total.

How we recognise and celebrate achievement, effort and progress
Praise and recognition need to be used appropriately. They should be linked to tangible examples of students' strengths, achievements and learning and applied consistently by all staff.

We celebrate achievement, effort and progress in the following ways throughout the term:

- Verbal praise
- Display of student learning
- Positive feedback given in written form on pieces of learning
- Use of student organisers for positive communication with Parents/Carers
- Newsletter items
- Peer-commendation (Ahmed Al-Khafaji Award)
- Celebration of individual and group achievements in assemblies
- Pastoral Leader announcements at line-up
- Positive communication home in the form of letters and postcards to Parent / Carers from any member of staff (subject teacher, HoD, Pastoral Leader, the Principal)
- Celebration of individual and group achievements in daily bulletins, on the digital screens, Year Group notice boards, the Praise and Recognition notice board and the academy newsletter
- Good deed feed
- Teacher-commendation award for kindness

Positions of responsibility
Giving students positions of responsibility is a tangible way of recognising hard work and consistent effort. Positions include form representatives, student ambassadors for each class and subject, student council representatives, prefects, student librarians, tour guides and sports representatives. Nominations and elections for positions of responsibility happen in a range of ways, some are peer nomination and election, some staff selected, and some through an application and interview process.

Termly awards assemblies
At end of every term, each year group has an awards assembly, to which parents/carers are invited to join us celebrating success:

Awards assemblies take the following format:

BRIDGES Awards and Personal Progress
- BRIDGES Awards are selected by each tutor following nominations by subject teachers, and awarded to the seven students in each tutor group who have been most successful in developing one of the seven BRIDGES characteristics e.g. bravery, resourcefulness, integrity etc. This is in the form of a BRIDGES badge and certificate.
- The Personal Progress Award awarded by the form tutor to the student who has made the most personal progress, socially or emotionally, during the term.

Special Awards
Special awards are presented to one student per year group at the end of each term. The recipients of these awards are selected by Pastoral Leaders following nominations from the wider staff body:

- **The Community Spirit Award** - awarded to a student who make a special contribution to the school or wider community.
- **Reading Award -** recognises the student who has increased the number of books read, experimented with the widest range of genre or has read the most books each term.
- **Enrichment Award –** awarded to the student who has taken best advantage of the enrichment activities on offer during a term.
- **Cultural Passport Award –** awarded to the student who has engaged in a broad range of cultural activities and reflected on their experiences

Achievement Awards
The two students in the year group with the highest attainment, and the highest attitude to learning score will be awarded the attainment and progress awards.
- with the highest average attainment across all subjects
- with the best attitude to learning across their subjects
  (Refer to the Assessment for Learning policy for details of how this data is collected and monitored).

All those students achieving special awards will be presented with a badge, certificate and reading book.

Awards for excellent attendance and punctuality
- 100% attendance/punctuality: Certificates are given in the termly awards assembly
- Whole year 100% attendance/100% punctuality: Certificates are given in the end of year awards assembly.
- An attendance trophy is awarded termly to the form with the best attendance.

For further information please see 'Awards Assemblies' WTD.

ISAAC NEWTON ACADEMY

Positive Behaviour Points

Staff will enter all positive behaviour events on Bromcom, this process of recording will assign positive points to a students' behaviour record.

Positive Behaviour Points				
1 point	**5 points**	**10 points**	**20 points**	**25 points**
• Merit	• Postcard home • Positive phone call home • ALK Award • Angelou Award	• Representing the Academy (sports/music/ Open events) • Learning displayed	• BRIDGES Award (end of term awards assembly) • Leadership position	• Special award (end of term awards assembly)

BEHAVIOUR MANAGEMENT STRATEGIES AND PROCEDURES

At INA we teach the students step-by-step what is expected of them in terms of conduct and attitude to learning.

Teachers use the following behaviour management techniques in lesson and around the academy:
- Strong voice
- 100%
- WTD
- Do it again
- Positive framing

Detailed explanations of these techniques can be found in the Teaching and Learning policy.

SANCTION SYSTEM

1. Behaviours are **fixed**, with a specific outcome e.g. Student forgets Independent learning = -5 Behaviour points (30-minute detention).
2. There is clear **escalation** for persistent and repeated behaviours. This is particularly important when managing repeated incidences of low-level disruption to learning
3. **Behaviour points** carry different values. Here we clearly identify the severity of some actions/behaviours. These points will trigger interventions at certain levels, as well as potentially leading to additional sanctions. Tutors and pastoral leaders will analyse both positive/negative behaviour points on a weekly basis.

4. **Recording and communication** is central to our system. Any reminder or sanction that is issued must be clearly communicated to students and recorded on the students' record using Bromcom ASAP. This enables us to track, monitor, assign the appropriate sanction and intervene effectively.

5. **Consistent application** by all staff is critical to achieving a fair and consistent approach across the academy and important in supporting our culture of trust amongst staff and students.

Negative Behaviour Points

– 1 point	**-3 points** 15 min detention (same day)	**– 5 points** 30 min detention (same day)	**-10 points** 1 hour detention (same day)	Extended detention (Friday 3pm-5pm)
• Missing equipment item e.g. pen • Wearing outdoor wear (jacket, gloves, scarf, hat) uniform inside building • Warning in class • Reminder to wear uniform appropriately	• Missing planner, exercise book, reading book or pencil case • Incorrect or missing PE Kit • Leaving seat without permission • Repeated disruption to learning/teaching (being asked to move seat in a lesson • Missing uniform item **(plus referral to the IER until corrected)** • **Accruing 3+ behaviour points**	• Late to lesson (after transition time) • Late to school • Lost exercise book • Dropping litter or failing to clear plates/trays. (+Community Service) • Persistent disruption to learning (accruing 5+ negative behavior points) • Talking during line up or being escorted from line up to classroom • Failure to complete IL or produce IL to a high standard • Shoes on the Astro • **Accruing 5+ behaviour points**	• Using mobile phone or electronic devices inside academy grounds/building (+ confiscation) • In lesson referral to the IER • Defiance or arguing teachers warning/sanction • Out of bounds • Dangerous corridor behavior (running, not following the out of lesson code of conduct) • Walking away from a member of staff • **Accruing 10+ behaviour points**	• Failing to attend a same day detention • Banned item – food • 5 non-completion of IL (termly)

IEU referral		FTE AP placement PEX	
• Leaving class without permission • Truancy • Theft • Fighting • Bullying • Disrespectful language • Discriminatory language/conduct. • Swearing • Repeated non-attendance to detention	• Refusal to handover prohibited items. • Incorrect/missing uniform • Hair/jewellery infringement(that cannot be rectified), students cannot be in lesson • Breaching formal tests/exam rules • Repeat breaches of the behaviour policy • Other	• Drugs • Damage to academy property • Severe inappropriate behaviour • Aggression and violence • Bringing academy into disrepute • Smoking/vaping • Bullying (severe/repeated)	• Failing to report serious potential unsafe/dangerous incident • Persistent breaches of behaviour policy • Persistent non-attendance to detentions • Being in possession of a dangerous banned item • Other

DETENTIONS

All KS3 detentions are centralised in zones, period 5/6 teachers will escort students to detention rooms. KS4 detentions are held in the dining hall, period 5/6 teachers will escort students to detentions at the end of the day. The Pastoral Administrator will communicate detention registers to period 6 teachers prior to the end of the lesson.

Extended detentions on a Friday take place in the dining hall with a member of SLT.

See 'detentions' WTD for further details about the procedures for detentions.

Phased approach to managing behaviour in lesson

Reminder
- Student reminded of expectations, given time to correct behaviour.

Warning
- Warning - student has not modified behaviour following reminder, student told that they are being given a warning, communicating expectation that student can modify behaviour and get things right.

Move seat
- Student is moved to a different location within the class to continue with learning.

Referral to the Internal Exclusion Room for the remainder of the lesson. Student collected and escorted by a member of SLT on call.

At the end of the lesson any warnings, seat moves or IER referrals should be entered on Bromcom.

Referrals to the IER will result in an hour detention after school.

Warnings and seat moves will carry negative behaviour points, detentions set from these are outlined in the table below.

See IER WTD document for in lesson referrals and follow up

INTERNAL EXCLUSION ROOM (IER)

Internal exclusions

Internal exclusions are used for serious breaches of the Academy's behaviour expectations. A student may be internally excluded rather than be given a fixed term exclusion depending on the nature of the misdemeanour and the student's prior behaviour record. The VP and the Principal are the only members of staff who can take the decision to internally exclude a student. Staff are informed of an internal exclusion by a daily email, staff must provide learning to the IER for lessons that are timetabled for that day.

ATL AND BEHAVIOUR REPORTS

If a student's behaviour is causing concern across the curriculum, the student can be placed on an Attitude to Learning report or a behaviour report by their Pastoral Leader. The reports will have targets personalised to the student, and be monitored on a daily basis by the member of staff that the student is reporting to. Parents/carers sign the report daily and the Pastoral Leader feeds back to parents at the end of each week. Students can have their report escalated to the Lead Pastoral Leader, and Assistant Principal.

ATTENDANCE REPORT

This is used in cases where there are concerns regarding truancy or lateness to lessons, to enable the form tutor/PL/AP to monitor attendance. The PL makes the decision for a student to be placed on attendance report and on its duration.

BEHAVIOUR SUPPORT PLAN

A student is placed on a Behaviour Support Plan (BSP) if his/her behaviour is a serious cause for concern across the curriculum. Often this step is taken following an exclusion from school. The PL, parent/carer and student write and monitor the BSP collaboratively, often with intervention from an outside agency to support behaviour.

Clear targets and strategies are communicated in the plan with a view to supporting the student to modify their behaviour.   Targets are reviewed weekly in a meeting with the PL, parent/carer and student, and usually run for the duration of a half term.

EXCLUSIONS

Occasionally, a serious breach of the Academy's PBFL policy may lead to the decision to exclude a student. The main grounds for exclusion include:

- physical assault against a student
- physical assault against an adult
- verbal abuse / threatening behaviour against a student
- verbal abuse / threatening behaviour against an adult
- bullying
- racist abuse
- sexual misconduct
- drug and alcohol related offences
- damage to the Academy environment
- theft
- possession of serious banned items
- persistent disruptive behaviour
- repeated breaches of the academy behaviour policy.

TYPES OF EXCLUSION

There are two types of exclusion: fixed term exclusion and permanent exclusion.

Fixed term exclusion

Fixed term exclusions are used for serious breaches of the Academy's behaviour expectations, including serious one-off offences or persistent challenging behaviour. Fixed term exclusions are usually of one or two school days duration.

At Isaac Newton Academy we take the decision to exclude a student only for

  a) a one-off serious offence

or

  b) a build up of persistently challenging behaviour (when a range of other strategies have been exhausted). These *might* include:
  - internal exclusion on the Academy site
  - placing the student on a behaviour report
  - setting up a Behaviour Support Plan (BSP)
  - involvement of external agencies where applicable
  - an opportunity for restorative justice.

Following a fixed term exclusion, a student attends a readmission meeting with his/her parents/carers and a readmission contract is signed before he/she returns to lessons.

There is a limit of 45 school days in a school year for fixed term exclusions.

The behaviour of a student outside school, bringing the academy into disrepute can be considered grounds for an exclusion.

Permanent exclusion

DfE Guidance states that permanent exclusion should only be used as a last resort, or for a very serious offence that is damaging to the school community.

At Isaac Newton Academy, the decision to exclude a permanently exclude a student is taken only in response to the most serious breaches of the Academy's PBFL policy, when allowing the student to remain in the Academy would be seriously detrimental to the education or welfare of the student or of others. The decision is usually the final step in a process for dealing with disciplinary offences, when all other strategies have been exhausted. This might include:
- setting up a Behaviour Support Plan (BSP)
- involvement of external agencies with the student /student's parents/carers
- a meeting with the Governors' disciplinary committee (GDC).

The Academy may seek to explore the possibility of arranging a managed move to another school in the Local Authority as an alternative to permanent exclusion.

The Principal informs staff at staff briefing after making a recommendation to the governors to permanently exclude.

Recording, reporting and monitoring exclusions
Permanent exclusions and any fixed term exclusions which result in the student being excluded for more than 5 school days in a term (either one-off or cumulatively) are reported immediately to the governors and ARK Schools.

Any exclusion that would mean the student missing a public exam is also immediately reported to the governors and to ARK Schools.

All other fixed term exclusions are recorded on BROMCOM and reported in the Principal's termly report to governors. Exclusion data (internal and fixed term) is analysed by different groups, including SEN, FSM, ethnicity and gender, on a termly basis by the Leadership Team member i/c behaviour.

The role of the Principal
Only the Principal (or his Vice Principal in his absence) may exclude a student. In reaching a decision on whether to exclude, the Principal refers to the DfE National Guidance on Exclusions, 2017.

The Principal informs the student's parents/carers of the length and type of exclusion, and of their right to make representations to the governors in writing.

The role of the Governing Body
The governing body must review the decision of the Principal in the case of all permanent exclusions and fixed term exclusions amounting to over 15 days in any one term (this can be cumulative or one-off).

Fixed term exclusions totalling 5 or fewer school days, or 10 or fewer lunch-times or half days in any one term, are reported to the governors on a termly basis.

For fixed term exclusions of 6 to 15 school days, the GDC must meet to consider any representations from the parent if received.

For fixed term exclusions of more than 15 days in one term or which cumulatively add up to more than 15 days, and for permanent exclusions, the GDC must hold a formal hearing within 15 school days, whether or not the parent(s) make representations.

Independent appeals

ARK Schools is responsible for managing independent appeals against permanent exclusion, in conjunction with the local authority.

The appeal must be heard within 15 school days from the date when the parents/carers appeal. The independent appeal is normally attended by the Principal, other Academy staff involved in managing the exclusion, and the chair of the GDC (see ARK Schools Exclusion policy).

Other relevant legislation

The Academy pays due regard to the Equalities Act 2010 and the SEN Code of Practice when managing exclusions.

Other relevant documents

INA Special Educational Needs Policy
INA Teaching and Learning Policy
INA Equal Opportunities Policy
Guide to Exclusions – Best Practice Guide for ARK Academy Governors, Principals and Staff
DfE National Guidance on Exclusions September 2017

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