

### Ninestiles Academy Trust Mission Statement

Ninestiles Academy Trust will be nationally and internationally acknowledged as a high achieving, innovative and exciting group of schools which recognise and respect the richness and diversity of their communities. The trust will be structured and resourced to meet the needs of 21st century students and pupils. Within a caring environment, we will develop and reinforce the values, skills and attributes which promote good citizenship and lifelong learning. Parents, directors and academy councillors, and the wider community will work in partnership with our committed, appropriately skilled workforce and our students and pupils, to ensure that high quality learning takes place.  
Outcomes will be outstanding.

Policy title	Behaviour for Learning Policy
<p><b>Rationale</b></p>	<p>Well disciplined schools create a whole-school environment that is conducive to good discipline rather than reacting to particular situations.</p> <p>Implementing a whole school behaviour system is fundamental for a school in which all students can achieve their full potential because it:</p> <ul style="list-style-type: none"> <li>• provides the platform for improving teaching and learning</li> <li>• provides clear and direct evidence to students and parents that the school continues to improve and cares about individuals</li> <li>• releases teachers' energy to concentrate on their core purpose – teaching and learning</li> <li>• creates a whole-school team feeling and a “we can do this” attitude</li> <li>• provides immediate support to all new staff</li> <li>• is the basis for evolving a true learning community</li> </ul>
<p><b>Policy statement</b></p>	<ul style="list-style-type: none"> <li>• BfL is a whole-school discipline policy that covers all aspects of school life <ul style="list-style-type: none"> <li>- BfL in the classroom</li> <li>- BfL around school</li> <li>- BfL towards the individual</li> <li>- Standards for all</li> </ul> </li> <li>• All punishments / consequences are given through a central school system. Staff cannot work outside BfL.</li> <li>• BfL ensures staff understand and use consistently the behaviour management strategies agreed by the Academy Council and the school community</li> </ul>

### **Behaviour for Learning in the classroom**

The most common forms of misbehaviour are incessant chatter, calling out, inattention and other forms of nuisance that interrupt learning. The consequences of this behaviour are:

- First misbehaviour:  
*verbal warning (C1)*
- Second misbehaviour:  
*detention for 45 minutes (C2)*
- Third misbehaviour:  
*isolation – student is removed from the classroom (C3)*

These consequences are sequential and should never be jumped. (NB See below – notes on extreme behaviour leading to immediate C2, C3 or exclusion)

### **Boundaries**

Good behaviour has to be learned. The role of the tutor and classroom teachers, is to ensure that:

- students and staff are aware of all the rules
- students are frequently reminded of rules and expectations
- knowing these expectations students can make informed choices
- there is consistency across the school
- consequences given by staff can be justified in accordance with the BfL policy

### **BfL towards the individual**

Any physical violence results in the student being excluded for an agreed period:

- Bullying, verbal violence or swearing at another student can result in a warning or a C3 or exclusion. The Principal and Vice Principal make a decision depending on the gravity of the situation
- Verbal violence towards a member of staff by a student is likely to result in exclusion
- Any student carrying inappropriate objects on the school site (e.g. weapons, drugs) will be permanently excluded

### **Bad language**

Inappropriate and offensive language:

- If staff can hear bad language directed to them or about them, the student must be removed from the classroom resulting in C3 or exclusion
- If two students are using bad language between them a C2 is given
- A student shouting bad language across the classroom in the hearing of other students will receive a C3
- *'Loud enough to be heard – loud enough to be punished'*

### **Standards violations**

- Students will receive a C2 standards violation detention for wearing incorrect uniform
- Students will receive a C2 standards violation detention for arriving at a lesson without the correct equipment.

### **Advice to staff**

- Staff should always be aware of the language they use when speaking to students. For example, students should never be called stupid but their *behaviour* may be referred to as such
- We should model the idea that we speak as we would like to be spoken to
- Language should be used to engage not enrage
- All the very best staff have empathy
- Always behave with the integrity of our profession

**BfL around school**

There are no warnings for misbehaviour around school. Consequence 2 (45 minute) detention is given for:

- Running or shouting in school (if a student continues to run and does not stop to give their name they will get a C3)
- Chewing gum
- Being late to lessons by more than five minutes
- Truancy from lessons

**Advice to students about their behaviour around school**

- Behaviour in all corridors should be quiet and orderly – no shouting, screaming or running – ‘Calm corridors, private voices’
- Standards violation (C2) will be issued for students who fail to comply with the uniform guidance.

**Missing a C2**

- if a student is absent on the day of their 45 minute detention, they will do the detention on the first day back to school. They will not necessarily be reminded by staff – this is their responsibility to remember
- Students who persistently miss detention may be placed in isolation or excluded
- if the student is excluded, the C2 is done on the day they return to school with their parent

**Behaviours warranting being sent home/parental meetings/alternative to exclusion/fixed term exclusions/academy councillor warnings/permanent exclusions**

(All excluded students will have a parental meeting with an appropriate member of staff: BMT, Assistant Principal, Vice Principal).

1. Verbal or physical abuse of staff. This may include
  - pushing past staff
  - swearing at staff
  - rudeness and name calling
  - defiance (refusal to carry out a reasonable request made by a member of staff)
2. Fighting
  - any kind of physical violence is not acceptable
3. Possession or use of alcohol or drugs
  - alcohol is not allowed on the school site
  - consuming alcohol on the school site or before coming onto the school site
  - as above with drugs or substances that can cause damage to self or others
4. Possession or bringing a weapon/dangerous item onto the school site
  - any object which can cause harm to yourself or others
  - this includes knives of any sort, bars or tools
5. Malicious setting off of the fire alarm
  - it is a criminal act
  - potentially putting self and others at risk
6. Deliberate damage to, or theft of, property

- we should all work in an environment where we respect all property
- we should treat everyone else's property as we would treat our own property

7. Smoking in school

- smoking is not permitted anywhere on the school campus (NB any student who is standing or talking with a student while they are smoking will also be sanctioned)

8. Bullying/racist/homophobic behaviours

- we should all feel safe and comfortable in our school environment
- bullying can take the form of physical attacks, verbal comments, exclusion from groups
- Cyberbullying can take the form of offensive text messages/emails/social networking or malicious use of other Internet sites

**Support**

Any student whose behaviour becomes a cause for concern should be referred to the Support Referral Panel where an appropriate package of support will be agreed.

- Managed moves – refer to the appropriate section in the Exclusion policy

**Rewards: Policy and Practice**

**Policy**

At Ninestiles School, An Academy we feel that rewards are important because they provide an opportunity to recognise students' achievements and endeavours. Moreover, they provide the encouragement and motivation for students to take greater risks and aspire to even greater achievement. With this in mind, we are committed to there being reward opportunities throughout the school; in every area, at every level and for a multitude of things. We also feel that the range and variety of rewards on offer should reflect our diverse clientele and provide something to attract and appeal to everyone. Finally, a clear structure ensures that our rewards not only complement our sanctions but that the degree of achievement and endeavour is recognised.

**Practice**

Whole School

Commitment to learning is celebrated and rewarded with letters home and certificates. The latter are awarded in college assemblies and names displayed on college notice boards. High performing students are invited to attend our annual Awards Evening and at the annual Trust Awards Evening.

**Rewards may take the form of:**

Faculties and Colleges

Whilst we recognise the diverse needs and appropriateness of rewards within the different faculties and colleges we feel that there should be a core structure of expectations as detailed below:

	<ol style="list-style-type: none"> <li>1. There is a common understanding and consistent approach within the faculty/college</li> <li>2. There should be both formal and informal reward opportunities.</li> <li>3. Reward opportunities should occur at every level; <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>College</u></td> <td style="width: 50%;"><u>Faculty</u></td> </tr> <tr> <td>Tutor group</td> <td>Teaching group</td> </tr> <tr> <td>Room group</td> <td>Course cohort</td> </tr> <tr> <td>College</td> <td>Faculty</td> </tr> </table> </li> <li>4. Reward opportunities should occur at regular intervals Each lesson/ weekly/ half termly/ termly/ annually</li> <li>5. Rewards should provide an opportunity to recognise effort, progress and attainment, and the latter should be challenge grade referenced</li> <li>6. Rewards/ Achievements should be celebrated and announced at regular intervals through lessons /tutor time /assemblies / noticeboard</li> <li>7. Parents should be involved and informed at every opportunity</li> <li>9. Faculty and College rewards should feed into the school Awards Evening.</li> </ol>	<u>College</u>	<u>Faculty</u>	Tutor group	Teaching group	Room group	Course cohort	College	Faculty
<u>College</u>	<u>Faculty</u>								
Tutor group	Teaching group								
Room group	Course cohort								
College	Faculty								
<b>Monitoring and review</b>	The VP and AP responsible for BfL will monitor records of behaviour on a fortnightly basis and report directly their findings to the SLG as a set item on the agenda.								
<b>Links</b>	Anti Bullying Policy Exclusions Policy BFL staff booklet 2016/17 No place for Bullying – DFL/OFSTED guidance.								
<b>Staff responsible</b>	All Staff								
<b>Committee responsible</b>	Ninestiles Academy Council								
<b>Date approved</b>	January 2017								
<b>Review date*</b>	January 2019								

*\*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next academy council meeting*