



David Ross Education Trust

Broadening Horizons

Behaviour for Learning Policy



Behaviour for Learning Policy

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1. Introduction

The aim of the staff, governors and Trustees of the David Ross Education Trust (the Trust's) academies is to create an environment that is conducive to pupils fulfilling their potential. We believe every pupil has the right to equal access to the very best that the trust can offer. We strongly believe that praise, encouragement, high expectations and rewards are important ways of helping to ensure that all pupils have a real opportunity to do their best.

The application of the behaviour for learning policy is the responsibility of every member of staff. Staff may not stand outside any system which aims to reward or discipline pupils. Staff must be an integral part of the system that aims to help all pupils exercise self-discipline, to have proper regard for authority, and to be rewarded for their effort in learning and behaviour.

Every academy within the Trust has a structure that underpins this policy, with staff trained to fulfil responsibility for the pastoral care and academic progress of every pupil/pupil.

The behaviour policy is built upon the values of the Trust and three key principles.

Trust Values:

The key principles are that all members of the academy:

- Take responsibility for learning and behaviour
- Treat other people and their property with respect and consideration
- Take an active part in ensuring that the academy is a safe learning environment

This policy accounts for the guidance included in the following government legislation:

Keeping Children Safe in Education 2018
Equality Act 2010
Exclusion from academies: statutory guidance (2017)
Behaviour and Discipline in Schools (2016)
School attendance (2016)

This policy should be read in conjunction with the following DRET policies:

Child protection / safeguarding policy
E-safety policy
Anti-bullying policy
Positive Handling Policy
Exclusion Policy
Attendance Policy



2. Purpose

2.1 Academy procedure

All academies within the Trust will adhere to the Trust policy at all times. The Local Governing Body and/or the Principal, as appropriate, will add details specific to the academy at the end of this policy. This might include specific post holders with particular responsibilities for example.

2.2 Accountability

Academy principals hold delegated responsibility for discharging the sound application of all Trust policies.

In accordance with the Trust's terms of reference, the Chief Executive Officer has delegated responsibility for direct line management of the academy to the Principal

Academy Principals should inform the appropriate Director of Education of all matters relating to serious breaches of this policy promptly. Such breaches include any major incident to be addressed under this code of conduct as well as any potential permanent exclusion. This should be addressed prior to action being taken insofar as is reasonably practicable.

2.3 Rationale

This policy describes DRET's approach to promoting positive behaviour for learning. It supports our core purpose:

Delivering a "World Class Education" for all young people

- Positive behaviour for learning, punctuality and full attendance are essential components of an effective teaching and learning environment. The Trust is committed to the promotion of positive behaviour for all pupils and to supporting pupils to develop their social, emotional and behavioural skills. This policy provides the framework within which all staff, pupils, parents and carers contribute to the development and maintenance of an environment where learning will flourish and pupils will succeed.
- The Trustees and the academy principals promote equality for all. This policy will be routinely evaluated to determine its impact and to identify the vulnerable individuals or groups in need of long term or short-term support.
- The promotion of self-awareness, self-discipline and respect for others guides the Trust's actions to promote positive behaviour, and informs the response to any kind of bullying or intimidation.
- These values inform the behaviour of all members of the academy community, pupils and adults alike. They form the basis upon which staff at the academy provide comprehensive care and support including partnerships with parents



and carers as well as in collaboration with external agencies.

using the Trust long and medium-term curriculum.

2.4 Policy objectives

- To encourage positive behaviour for learning, with all pupils and adults working to agreed standards.
- To set expectations that all pupils learn the social emotional and behavioural skills required as members of a vibrant learning community.
- To maintain an environment where pupils are encouraged to behave appropriately because they feel they are valued members of the academy community, and that they are safe and secure.
- To encourage pupils new to the academy to fulfil high expectations for good behaviour and regular attendance, and to support those who find it more difficult to make this adjustment.

2.5 Teaching and learning

- Promoting positive behaviour for learning enables high standards of teaching and learning to be achieved. Teachers' preparation will help develop and maintain positive behaviour and full attendance.
- Academy staff will promote the social, emotional and behavioural skills necessary for effective learning, being a good citizen and making a positive contribute to society. All subject areas will provide opportunities that enable pupils to develop these skills so that, through positive behaviour, all pupils can learn and make rapid progress. All teachers will account for pupils' social, emotional and behavioural development in preparing lessons

2.6 Attendance (See Trust Educational Spotlight)

Pupils' excellent attendance reflects the impact of the Trust's high expectation in promoting pupils' commitment to learning and good behaviour. Pupils, parents and academy staff share the responsibility for achieving these high standards as follows:

Pupils

- Monitor their attendance – understanding how any absence affects their education.
- Arrive punctually for the start of the school day.
- Establish routines in ensuring they are prepared the evening before for the following day.

Parents / Carers

- Contact the academy on the first day of the child's absence, and discuss issues preventing regular attendance.
- Establish morning and evening routines that encourage pupils to be 'school ready'.
- Arrange all medical appointments outside of school hours, including during school holidays.
- Attend meetings regarding their child's attendance as required

All members of the academy

- Follow the procedures set out in the Trust Attendance policy
- Contact the parents of pupils who have not attended the academy at the



close of the morning register and establish the reason for absence.

- Review individual patterns of attendance and behaviour, which may contribute to individual poor attendance.
- Identify key groups of pupils with poor attendance and implement strategies to address their needs in reducing absence.
- Collaborate with parents and carers in implementing agreed pastoral support plans designed to improve the attendance of individual pupils.

2.7 Roles and responsibilities

The promotion of positive behaviour is the responsibility of all members of the academy community, including parents and carers.

- All staff have a responsibility to implement the policy fairly and consistently. All colleagues will provide

mutual support to one another, modelling the highest standards in social, emotional and behavioural conduct expected of pupils.

- Pupils have a role in promoting good behaviour and positive relationships between pupils. Academy staff should ensure pupils feel safe in reporting incidents of bullying or intimidation.
- Parents and carers have a responsibility for their child's behaviour inside and outside the academy, which they discharge by the standards they set and the way they encourage pupils' progress at home.
- Staff, pupils and parents all play a role in contributing to the continuing development and improvement of the policy.

Teachers have a responsibility to ensure they are ready to teach. This is captured in the following which is referred to as 'Ready to Teach'



Ready to Teach

At the start of the lesson teachers should:

- Meet the requirements of the teacher standards
- Ensure a clear and tidy learning environment, including the teachers' work space, with coats, bags etc. stored as per the academy expectations.
- 'Meet and greet' pupils promptly at the classroom door
- Check uniform is correct and all equipment, planners etc. are ready for a prompt start to the lesson
- Make reasonable adjustments for pupils with special educational needs in meeting the organisational demands of the lesson
- Ensure pupils are engaged in their learning as soon as they enter the classroom – 'instant engagement' with an appropriate starter activity / task to 'hook' them into their learning
- Take the register within the first five minutes of the lesson
- Use a seating plan for the class in accounting for the needs of: HAPS/MAPS/LAPS/PP/SEND (for primary, core subjects only)
- Ensure that pupils know their next step targets and how these relate to their current learning
- Link learning objectives to the schemes of work and recorded in books as appropriate
- Set high expectations of all pupils.
- Ensure pupils face the teacher, and in primary academies, with hands on table or arms folded when listening
- Prepare a range of challenging differentiated strategies / learning opportunities that meet the needs of every pupil
- Make reasonable adjustments in ensuring pupils with special educational needs have access to the materials and information prepared to promote learning.
- Sequence planning to build on previous learning as per Trust scheme of learning / curriculum
- Plan for and use effective questioning that challenges all pupils to make rapid progress in their learning
- Ensure assessment and feedback during lessons (AfL) allows all pupils to understand and improve their work
- Ensure that well-prepared lessons engage, motivate and enthuse pupils
- Ensure effective preparation that leads to pupils acquiring a depth of subject knowledge, understanding and skills

During the lesson

- Ensure pupils know the context of the lesson - what they are to learn – with learning objective / lesson focus on the board in advance
- Incorporate pre-teaching and same day interventions as necessary (primary academies)



Following the lesson teachers should:

- Mark work as per Trust teaching and learning policy
- Provide timely feedback, focused on specific areas for improvement
- Dismiss pupils promptly and in an orderly manner, ensuring the classroom environment has been left clear and tidy for the next lesson
- In primary, teachers / TAs to escort pupils to the next classroom / hall / out to the playground, thereby ensuring orderly transition around the academy
- Switch off mobile phones
- Complete all homework / preparation
- Know where to sit
- Engage straight into learning on entering the classroom
- Know their next step targets and how these relate to their current learning

Ready to Learn

Pupils have a responsibility to be 'Ready to Learn' and parents should support them with this.

Pupil Expectations

- Wear correct school uniform
- Adopt a positive attitude
- Enter the academy and classrooms quietly and calmly
- Follow academy rules and routines
- Listen, ask questions and engage appropriately in all lessons
- Prepare equipment, planners etc. ready for learning
- Store coats, bags etc. as per the academy's arrangements (pegs, lockers)
- Ensure pupils attend the academy regularly and on time
- Ensure pupils have a nutritious breakfast
- Prepare them for the day ahead by talking about their learning
- Provide correct and smart school uniform
- Ensure pupils arrive at the academy with the correct equipment and kit
- Support and encourage pupils have a positive attitude towards school and their learning
- Support and facilitate the time and quiet space required for pupils to complete homework and to access online learning opportunities
- Encourage daily reading at home using the Trust recommended reading lists
- Attend parent consultations, academy events, workshops and meetings



3. Procedure

3.1 Rewards for pupils

Rewards provide public recognition of pupil's achievement and progress, and help to raise pupils' motivation and expectations.

The simplest rewards include:

- Verbal praise
- Written comment, e.g. on work
- Display of work

Academy staff should track the rewards they are using beyond these three items using a points system. This will be via a Management Information System (MIS).

Primary Ladder of Rewards

Pupils respond well to immediate praise from teachers and this can be reinforced when parents are notified. Each week a teacher should send at least two postcards home to a pupil in their class. This could be for praising classwork, homework, an exceptional gesture of kindness or attitude to learning.

Any positive behaviour will be logged onto the MIS system providing the teacher, parent and pupil with a weekly/termly update. Academy staff will reward pupils who have no more than two negative behaviours, over a period no longer than a term. These pupils will be entered into a draw for a short reward activity from the Principal at the end of the term. Parents of these pupils are informed of their success prior to the activity. The activity may be an

extra playtime, a juice and cake tea party or biscuit decorating, for example.

Pupils who sustain an exemplary attitude to learning, as well as general behaviour and conduct, will be awarded the Academy Star badge. This badge will be presented at the beginning of the new academic year and will reflect their previous year's behaviour record. However, should the pupil display unacceptable attitude or learning behaviours, the reward badge will be withdrawn. The badge is a sign that the pupil is an exemplary academy representative and a role model to others.

House Point System

House points double up a positive praise whenever praise is logged then a corresponding point will be awarded to the pupil's House.

- **10 points** – positive message of encouragement to parent/carer
- **20 points** – inform parent/carer
- **30 points** – inform parent/carer Bronze certificate (reward time)
- **40 points** - inform parent/carer Silver certificate (reward time)
- **50 points** - inform parent/carer Gold certificate (reward time)
- **60 points** - inform parent/carer Platinum certificate (reward time)

Pupils who achieve Platinum will be put into a draw for a prize (this could be a voucher for a family trip to the cinema or bowling for example). The 10 point cycle will begin again beyond 60 in sets of 10. Therefore a pupil could be entered into the special draw more than once in a year, i.e. after 120 points and 180 points.



Summary of primary rewards

	Reward
1	Verbal Praise (House point)
2	Written Comment on work (House point)
3	Display of work (House point)
4	Public commendation in assembly (House point/s)
5	Post card home from teacher (House point/s)
6	Special privilege such as lunch/snack with the Head (House point/s)
7	10 House points – Positive text to parent
8	20 House points – Positive text to parent
9	30 House points – Inform parent / Bronze certificate
10	40 House points - Inform parent / Silver certificate
11	50 House points - Inform parent / Gold certificate
12	60 House points - Inform parent / Platinum certificate
13	Academy star presented at the start of each term for exemplary behaviour
14	Post card from the Trust
15	Letter of recognition from the CEO
16	Letter of recognition from the Trustee

Secondary ladder of rewards

Pupils respond well to immediate praise from teachers and this can be reinforced when parents are notified. Each week a teacher should send at least one post card home to a pupil for each class they teach, praising classwork, homework or attitude to learning.

Attitude to Learning average score

At each KPI point teachers input the attitude to learning score for each pupil.

Each half term, a proportion of the pupils achieving an average score greater than 4 receive a badge, fast pass for break/lunch for a day for themselves and a friend; a letter is sent home to their parents.

At the end of the year those pupils who have received a reward each half term will receive a academy reward and a letter is sent home to parents. This could be vouchers, a rewards trip or activity.



Summary of secondary rewards

	Reward
1	Verbal Praise (House point)
2	Written Comment on work (House point)
3	Display of work (House point)
4	Public commendation in assembly (House point/s)
5	Post card home from teacher (House point/s)
6	Special privilege such as lunch/snack with the Head (House point/s)
7	ATLAS Average grade 4 – Each term Pupil receives a badge Fast pass for break and lunch for themselves and a friend Letter sent to parents
8	All pupils who receive a termly award will be entered into a prize raffle
9	At the end of the year those pupils who achieve ATLAS award in 5 or 6 terms will be able to participate in a rewards trip
10	Post card from the Trust
11	Letter of recognition from the CEO
12	Letter of recognition from the Trustee

Rewards beyond the academy

Some pupils make an exceptional contribution to the academic life of the academy, the Arts and sports within the academy, and also to the wider community.

Each long term, the Trust will seek nominations of pupils who are making an exceptional contribution to their academy or local community. These nominations will be considered and three levels of recognition will be available.

- A post card from the Trust
- A letter from CEO
- A letter from the Chair of the Trust

The CEO or Chair may also choose to offer an additional reward such as an enrichment opportunity for the pupil.



Unique rewards

Primary and secondary academies can use additional unique rewards during the year including:

- Public commendation, e.g. in assembly
- Awarding of honour or selective privilege
- Meeting with Principal
- Additional responsibility/authority

3.2 Sanctions

Sanctions should be used to help pupils make appropriate choices about their behaviour. Where they choose to breach the Code of Conduct, pupils have a right to expect fair sanctions, applied consistently.

The most appropriate sanction is one designed to put matters right and to encourage better behaviour in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate pupils.

Where pupils make inappropriate choices about their behaviour and formal sanctions are necessary, the responsible adult who observes the behaviour should deal with the matter initially. In the case of serious misbehaviour, the pupil may be referred to more senior colleagues.

All academies will have a staged and stepped approach for dealing with behavioural issues both in and out of the classroom. These systems must include reasonable adjustments for pupils with special educational needs. Responses for all pupils should encompass the following:



Primary stages

In primary academies, particular behaviours are classified into certain stages with an appropriate response. The following grid will be displayed in each classroom.

Stage	Pupil Behaviour	Sanction
1	Low level disruptive behaviour which may include not listening to instructions, calling out, not following group work rules, interrupting and making rude noises.	Teacher reminds the pupil of the classroom values
2	Continued low level disruptive behaviour	Pupil receives a warning about the rule they are not following, may be moved within the classroom and the incident is recorded on the MIS.
3	Disrespectful behaviour which may include speaking in a disrespectful way to another pupil or adult, answering back, walking away from an adult when they are speaking to you or continuing Stage 2 behaviour	Disrespectful behaviour – Pupil has time out within the classroom, and he/she misses playtime to catch up on work (this is supervised). In KS2 the pupil would fill out a reflection sheet and in KS1 the form is completed by a member of staff as a record of the discussion with the pupil. The incident is recorded on the MIS and staff contact parents.
4	Hurtful or dangerous behaviour which may include hitting or kicking another pupil, racist or homophobic name calling, swearing, spitting, fighting, stealing, threatening or continuing Stage 2 behaviour.	The pupil has time out of the classroom with an appropriate colleague and they may be excluded from the playground, trips and certain activities. There should be a meeting with the parents and the incident is recorded on the MIS system.



Secondary model of behaviour management

In secondary academies, particular behaviours are classified into certain stages with an appropriate response.

Stage	Pupil Behaviour	Sanction
1	Low level disruptive behaviour which may include not listening to instructions, calling out, not following group work rules, interrupting and making rude noises.	Warning from the member of staff
2	Continued Low level disruptive behaviour	Formal warning Recorded on MIS Consequence (detention) from the member of staff Parents notified
3	Disrespectful behaviour which may include speaking in a disrespectful way to another pupil or adult, answering back, walking away from an adult when being spoken to or continuing Stage 2 behaviour	Action from a senior colleague with a consequence (SLT detention) Withdrawal from that lesson (via a buddying arrangement or isolation) Recorded on MIS Contact with the parents.
4	Hurtful or dangerous behaviour which may include hitting or kicking another pupil, racist or homophobic name calling, swearing, spitting, fighting, stealing, threatening or continuing Stage 2 behaviour.	Action from a senior colleague such as an isolation or exclusion. Recorded on MIS Refer to the exclusion policy

3.3 Monitoring methods

Academies routinely monitor data reports to determine the features of the behaviour of all groups of pupils at the academy. This information is used to identify a strategic response to improving the pupils' behaviour and supporting those with particular needs.

3.4 Support

Academy staff will support pupils in promoting positive behaviour, attitudes towards academy life and their learning in the following ways:

- Senior colleagues who provide strategic leadership regarding pupil support, care and guidance.
- A pastoral support team and the wider pastoral support network, including the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and class tutors.
- Academy leaders, including the SENDCO, will communicate with feeder schools and further education establishments in ensuring continuity in the support provided for vulnerable pupils.



- The pastoral support team should pay particular regard to the challenges faced by pupils with special educational needs, aware that their behaviour may be a sign of peer group isolation or abuse.
- The Designated Safeguarding Lead / safeguarding officers with links to a wide range of external agencies including collaboration with the local authority.

Academy leaders will also consider various strategies to address pupils' emotional needs. These will include individual pastoral support plans prepared in consultation with the pupil's parents and, where appropriate, in partnership with outside agencies including health professionals, educational psychologists and specialist services.

Academy leaders will also use restorative approaches where they are appropriate. These should focus on restoring

- Effective communication
- Building relationships
- Empathy
- Respect
- Understanding the impact of their behaviour
- Reparation for loss

Occasionally it will be appropriate to implement the following strategies:

- Detention
- Report cards
- Internal seclusion or isolation within the academy with a member of staff (see appendix)
- Alternative provision may be offered if appropriate.

3.5 Positive handling

Refer to the Trust policy on positive handling of pupils.



4. Serious misconduct and exclusion

Academies have the right to exclude pupils if the following two criteria are met:

- A serious breach, or persistent breaches, of this behaviour for learning policy and
- If allowing that pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy.

Academy leaders will consider whether the behaviour under review gives cause to suspect the pupil is suffering, or is likely to suffer, significant harm or is the consequence of abuse. Academies will be alert to the greater likelihood in pupils with SEN and vulnerable pupils. This will be considered before academy leaders consider whether disruptive behaviour might be the result of unmet educational needs. Decisions should be made in consultation with the relevant members of staff such as the SENDCo and the colleague responsible for looked after children.

Full details of the types of exclusion and associated procedures can be found in the DRET Exclusion Policy.

4.1 Banned Items

The following items are banned from the academy site.

- Knives and blades
- Weapons
- Alcohol
- Illegal drugs and their associated paraphernalia
- Legal highs
- Equipment relating to the taking of illegal drugs
- E-cigarettes
- Tobacco

- Cigarette lighters
- Cigarette papers
- Fireworks
- Stolen items
- Pornographic images
- Items that the staff member might suspect has been or is likely to be used to commit an offence or cause personal injury/damage to property
- Aerosols
- Or any other item that the academy deems will pose a threat to the safety of any member of the academy community or is considered highly appropriate

4.2 Searching pupils

Academy staff can search pupils without their consent for any items that are banned by the academy. Please see the search/screening policy for further information.

4.3 Conduct beyond the academy

All pupils at the academy are expected to uphold the values of Trust when they are engaged in the life of the community. They should be positive role models and DRET representatives.

There may be occasions when a pupil's behaviour beyond the academy falls below expectation. A member of staff may discipline a pupil for:

- Any misbehaviour when the pupil is:
- Taking part in any academy-organised or academy-related activity
 - Travelling to or from academy
 - Wearing the academy uniform
 - Identifiable as a pupil at the academy



The following features will also be considered in determining the sanction for misbehaviour beyond the academy; the extent to which it:

- Has repercussions for the orderly running of the academy
- Poses a threat to another pupil or member of the public
- Adversely affects the reputation of the academy



5 Appendices

5.1 Praise Post card from academy

[See Standard Materials](#)

5.2 Primary House Point Certificate

[See Standard Materials](#)

5.3 ATLAS Certificate

[See Standard Materials](#)

5.4 Nomination form for Trust recognition

Pupil Name:
Pupil's Address:
Year Group:
Academy:
Principal:
Trust Values Highlight which value the pupil is an outstanding example of: <ul style="list-style-type: none">• Value A• Value B• Value C• Value D
Succinctly explain why the pupil should receive recognition



Principal's signature:

5.5 Praise Post card from Trust

See Standard Materials

5.6 Template for Letter from CEO

Dear **[Parent's Name]**

Our Trust has a set of values which we encourage all our pupils to uphold both in and out of the academy. **[Child's Name]** has been highlighted by **[Academy]** as being an outstanding example of **[Value]**.

I was really pleased to hear about how **[Child's Name]** has **[explanation of child's work from the nomination form]**.

Please congratulate **[Child's Name]** on my behalf and I look forward to hearing about their continued progress.

Yours sincerely,

Mrs Rowena Hackwood
CEO

5.7 Template for letter from Trustee

Dear **[Parent's Name]**

Our Trust has a set of values, which we encourage all our pupils to uphold both in and out of the academy. **[Child's Name]** has been highlighted by **[Academy]** as being an outstanding example of **[Value]**.

I was really pleased to hear about how **[Child's Name]** has **[explanation of child's work from the nomination form]**.

Please congratulate **[Child's Name]** on my behalf and I look forward to hearing about their continued progress.

Yours sincerely,

[Trustee's Name]
Trustee

5.8 Examples of issues, actions and consequences



See Standard Materials

5.9 Isolation Letter

Dear **[Parent's Name]**

I am writing to inform you of my decision to place **[Child's Name]** in isolation for a fixed period of **[specify period]**. This means that he/she will not be allowed in normal lessons for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this may well be upsetting for you and your family, but this decision has not been taken lightly. **[Child's Name]** has been isolated for this fixed period because **[reason for exclusion]**.

During this period **[Child's Name]** will be provided with classwork that is being set so that they do not fall behind their peers. At the end of this period **[Child's Name]** will have a meeting with **[Senior Leader]** to discuss their conduct moving forwards and a report card to monitor their behaviour over the following five days.

Yours sincerely,

Pastoral Manager / Vice Principal