



**PADGATE  
ACADEMY**

# POSITIVE BEHAVIOUR FOR LEARNING POLICY

Date approved by the Governing Body	21 September 2020
Signature of Chair of Padgate Academy Governing Body	Mr. John Monaghan
Signature of Academy Principal	Mrs M. Barclay
Next review	September 2021

## Positive Behaviour for Learning Policy

### Rationale

At Padgate Academy we believe that high standards of student behaviour and good behaviour support the aims of the school, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning:

- Every student has the right to learn in class
- Every student has the right to move around school without fear of physical danger, bullying or interference with his or her property
- Every teacher has right to be able to teach in a calm and ordered environment has the right to expect co-operation of students and the support of parents and the Governing Body in delivering that curriculum.
- Every teacher has a responsibility to provide effective teaching, appropriate to the needs of the students in each class.

Students are expected to behave in a manner consistent with the expectations listed above. Positive behaviour reflects well on students, their parents and the school and promotes a positive image both of individual students and the school to parents and other members of the community.

### Aims / Purpose

Our aim is to promote positive behaviour and attitudes which are based on mutual respect between all members of the school community and thus develop in our students: self-discipline, personal responsibility, high self-esteem and a pride in the school.

Padgate Academy is committed to providing an environment which enables all teachers to teach to the best of their ability so that students can learn and achieve their maximum potential. Students are expected to show positive behaviour for learning at all times when they are representing the school, the key elements of this are:

- Trust
- Teamwork
- Tenacity

In carrying out this aim we will create a pleasant and successful learning environment for all which will ensure that effective teaching and learning can take place.

### Developing a positive classroom environment

In order to secure outstanding classroom behaviour, there are three elements which need to work together:

1. The consistent application of the school's positive behaviour policy by all staff
2. The extent to which students control and manage their own behaviour
3. Caring relationships built upon mutual respect

## 1. The consistent application of the school's policy by all teachers

There are a number of areas where consistency is vital to support the development of outstanding behaviour:

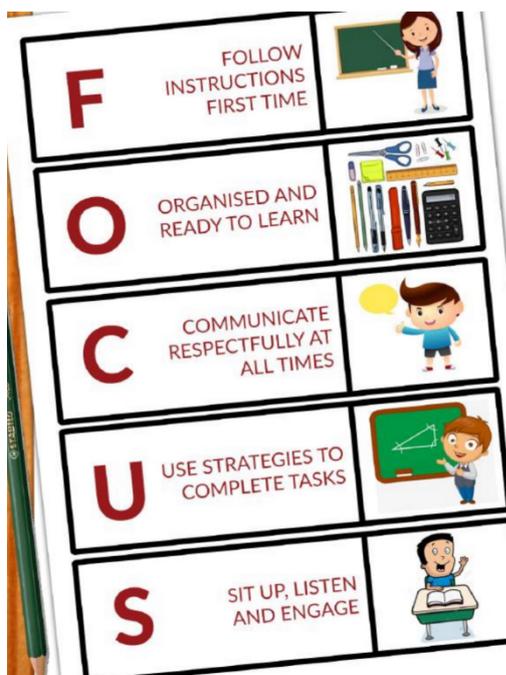
### *The beginning and end of lessons*

Teachers should meet and greet students at the door. The room should be set up and a 'Do Now' task ready for students on entry. Students who arrive late need to know there will be a follow up. Failing to end lessons promptly or keeping students behind making them late for lesson is also likely to be disruptive.

### *The use of praise and rewards*

Teachers should praise the behaviour they want to see more of, and students doing the right thing. Teachers need to understand the school reward system and ensure they award rewards in line with this. Teachers who do not make use of the agreed rewards system devalue the system in the eyes of the students.

### The use of the FOCUS behaviour for learning



Teachers should use the behaviour for learning FOCUS as a constant reminder of the expectations in class. The FOCUS behaviour for learning expectations are simple and consistent expectations that we would expect to see in every classroom. It uses consistent & common language and gives specific guidance to students. Praise, warnings and sanctions are given based on the students FOCUS in lessons.

### *The use of sanctions*

Expectations are to be set and clarified each lesson / regularly.

Teachers should know the different stages of the behaviour policy, follow escalating warning and sanctions in line with this, and follow up any C1/C2/C3/C4's in their lessons.

### *The management of discussion and questioning*

There should be strategies to ensure that students wait their turn, listen, do not interrupt others and respect others opinions.

Having clear routines for transitions and stopping the class.

## 2. The extent to which students learn to control and manage their own behaviour

This is much more likely to be in evidence when the positive behaviour for learning policy is being consistently applied and teachers have developed positive caring relationships based upon mutual respect.

The following strategies might support the active engagement of students in securing outstanding behaviour:

- The FOCUS behaviour for learning policy is made fully clear and referenced throughout the lesson.
- Students are given responsibility and active roles in the lesson and group discussions.
- Students own their learning and are working harder than the teacher. They are actively contributing to the lesson, listening, respectful to the contributions of others and they show resilience when tasks are challenging.
- The teacher gets to know and understand the individuals and their needs and recognises their participation

## 3. Caring relationships built upon mutual respect

Teachers get to know their students, their needs and their strengths and weaknesses and use this information to inform their planning and differentiation of tasks within the lessons.

Teachers model respectful relationships and have high expectations around the way students speak to each other and to them.

### Guidelines

As part of the pastoral programme all students are given a clear understanding of the key elements underpinning the school's expectations regarding positive behaviour for learning and the rewards and consequences that go with this.

#### **The rewards system**

We aim to create a positive ethos and an environment where students strive to be successful and want to make the most of their abilities. Students who have a positive attitude towards their learning and who show positive behaviour for learning will be rewarded as per the school merit system.

Positive behaviours are reinforced by other rewards – recognition rewards displayed on recognition boards, postcards home, phone calls to parents and school reward events e.g. rewards trips, Year 11 Prom.

Teachers will make every effort to respond quickly when faced with inappropriate behaviour, calmly refocusing the pupil's attention on the work set and applying the consequence and reward system consistently.

Rewards/Celebration Assemblies will occur at the end of each half term to reward students who make a positive contribution to school life. Students will also be rewarded by positive acknowledgement and through weekly recognition in assemblies and academic review.

## The consequence system

Every student at Padgate Academy is responsible for their own actions. We expect students to take pride in their school and display appropriate behaviour for learning. Students who do not show the key elements of positive behaviour for learning will have a consequence for their action. It is understood that a sanction will be the consequence of a student making a poor choice. It is the students' responsibility to ensure that they attend it. The consequence and sanctions system operate through SIMS where types of behaviour are recorded.

The consequence system is graded from a Level 1 to a Level 3 and the codes are Verbal warning, C1, C2, C3 (on call stayed), C4 (on call – removed).

### Level 1

When Level 1 consequence codes are used, this is in line with the FOCUS Behaviour for Learning expectations. If students fail to comply with these expectations, the consequence codes used are Verbal warning, C1, C2, C3 (on call stayed).

Consequences should be issued assertively, fairly and in the context of promoting a positive classroom environment for teaching and learning. Consequences should be used as an opportunity for students to correct their behaviour. If a C3 is issued, an On-Call member of staff will arrive to the lesson and discuss the issue with the pupil. If agreed with the On-Call staff, student and Teacher, the student MAY be allowed to return to the learning BUT will remain on a C3. If further disruption occurs, the student will be issued a C4.

C1 – C3 incidents are dealt with by the classroom teacher in order to establish and maintain caring relationships based on mutual respect.

### Level 2

A C4 incident is seen as a 'Level 2' and the student will be removed from the lesson by the 'on call' member of staff. The student will be removed to the Head of Department or next suitable member of staff and the appropriate sanction will be set on SIMS. A text message will be sent to parents notifying them of the detention.

### Level 3

Any serious one-off incidents will be deemed as a 'Level 3' and a 'Serious incident form' will be completed by the teacher. The student will be placed with either the Head of Department, Pastoral Leader, SLT member of staff or in the Inclusion Centre until the incident has been fully investigated.

**Level 1**

**Behaviour for learning**

Students does not meet the behaviour standards of FOCUS:

F – Follow instructions first time  
 O – Organised and ready to learn  
 C – Communicate respectfully at all times  
 U – Use strategies to complete tasks  
 S – Sit up, listen and engage

**Teacher response**

1. Reminder of expectations
2. First verbal warning (C1)
3. Second verbal warning (C2)
4. On call - stayed (C3)

**Teacher Response**

Teacher detention  
 C2 – 5 minutes  
 C3 - 10 minutes

Restorative conversation with student

'Positive behaviour for learning' teacher sheet

Identify strategies that can be used.

**Repeat / Persistent**

Discuss with HOD the strategies used from the 'Positive behaviour for learning' teacher sheet

HOD to support teacher and student using the 'Positive behaviour for learning' HOD sheet

If persistent issues despite intervention from HOD: Subject referral form

Supporting evidence provided: 'Positive behaviour for learning' teacher & HOD sheet to DVI

**Level 2**

**C4 On call - Removal**

Student not meeting FOCUS despite warnings of C1,C2,C3

Student did not take the opportunity to correct behaviour with on call member of staff



**Email EOC**



Organise work  
 On call collects and escorts to HOD

**Refusal will result in an escalation of consequence (off TT with HOD)**



**Further Teacher Actions**

**Record removal on SIMS.**

**Inform parent of reasons for removal.**

**Level 3**

**Examples of Level 3**

Refusal to cooperate with HOL/HOD/SLT

Aggressive behaviour / dangerous behaviour/physical assault

H & S (out of lesson, out of bounds, off site without permission)

Drugs/alcohol abuse

Verbal abuse to staff

Physical contact with members of staff

Homophobic/racist remarks

Fighting

**Email EOC**

**State EMERGENCY for:**

- Physical fight
- Threatening or aggressive behaviour to staff

Organise work

On call collects and escorts to HOD or inclusion Centre depending on severity of incident

Statements collected by HOD/HOL

Teacher to complete PINK

**JTU to record on the "on call" log**

**Visit student in detention/isolation to discuss behaviour which led to removal from lesson.**

**Teacher to provide work for student in detention/isolation**

The removal of a pupil from a class is a serious consequence, which should only be applied when all positive encouragement and other consequences have proved ineffective. On Call staff will arrive at the classroom to remove a student, the student should remain with their classroom teacher until On Call arrives. Students removed from lesson will always be taken to the HOD or Second in Department.

After a removal from lesson teachers should seek to address the problem(s) with the students in order that they fully understand why they were removed and to ensure that such behaviour will not happen again. This is done via a restorative discussion when the student attends the sanction set by the teacher.

**NOTE** - If a student has 2 or more Level 2's in one day, they will be isolated the following day in the inclusion centre.

Extreme behaviour e.g. verbal abuse of staff, assault on another student or staff will result in removal (C4) from the classroom by On Call staff. Students will be taken to the Pastoral Leader or Inclusion Centre while statements are collected. This type of incident will lead to further sanctions, including isolation or exclusion at the discretion of the Principal. This will be logged accordingly on SIMS and parents notified.

**It is important to remember that:**

- The desired outcome is for the student to modify / improve their behaviour
- The desired outcome is for the student to remain in the classroom to access their learning once they have modified / improved their behaviour
- The focus must be on applying strategies to prevent a student from escalating through the consequences system
- All students will have a fresh start at the start of each lesson
- The Pastoral team and SENCo are available for advice and support
- The consequences system is an escalating system and each of the steps should be actioned by the teacher.

## **Monitoring**

All staff encourage good behaviour and monitor unacceptable behaviour for learning on a daily basis.

The Pastoral Leaders will monitor behaviour on a weekly basis and feedback to their tutor team and Heads of Department. If students who are showing consistent disregard for the positive behaviour for learning policy who are continually disruptive and whose behaviour is a barrier to their own and others learning will be dealt with by the department. At this point Positive Behaviour for Learning – Teacher Strategy Sheet (see appendix 1) should be used by the classroom teacher. This will be time limited (usually 2-4 weeks) and parents will be involved in setting objectives and managing improvements. If behaviour continues to decline and all the strategies have been exhausted, then it will move on to the HOD and SLT link where they will use the strategy sheets to devise interventions for the individual needs.

The Pastoral Team will monitor behaviour as outlined in the pastoral behaviour procedures and in Appendix 1. Students who are showing consistent disregard for the positive behaviour for learning policy who are continually disruptive and whose behaviour is a barrier to their own and others learning across a variety of subjects will be referred for additional intervention and support. Parents will be invited to be part of this process. At this stage, FOCUS report cards will be used to monitor behaviour to ensure improvements are made.

Support is available for students needing particular help with anger management, relationships, self-esteem, substance abuse etc. Individual need of students will be identified by Pastoral Leaders and bespoke intervention plans will be put into place.

### Recording information

All incidents are to be recorded by staff directly onto SIMS 4:00pm on the same day (unless the incident happened out of school hours). This will result in all information on a student being held centrally in one place. It is important to remember to complete the SIMS log fully including details of the incident and any strategies or actions already carried out. Please log onto the individual child to complete all the requested details.

For serious incidents or incidents that require explanation, please log a serious incident form and pass onto the appropriate member of the Pastoral team, usually the Pastoral Leader. This should be done by the end of the school day.

Stage 1, 2 and 3 forms should be used and kept by teacher, HOD and HOL to keep an overview of actions taken.

### Conclusion

We believe that all students and teachers have the right to work and learn in a calm and ordered environment. Positive discipline helps students to make correct choices and prepares them for life beyond school.

APPENDIX 1 – Positive behaviour for learning strategy sheets

Positive behaviour for learning - Teacher strategy sheet

The classroom teacher should record strategies and consequences for students causing frequent concern before they are moved to HOD strategy sheet.

Student name

Tutor Group

Subject teacher

Start date of concerns

Level	Strategy/consequence	Check
L	Tactically ignore behaviour	
L	Use non-verbal communications	
L	Verbal warnings given and reinforcement of classroom expectation with rule reminders	
L	Additional support for tasks given during lesson	
L	Focus on praise, positive comments and rewards e.g. postcard or phone call home	
L	Check the student understands the learning and how to complete it	
L	Reinforce expectations within the classroom	
L	FOCUS poster displayed clearly in the classroom and repeatedly referred to	
L	Language of choice and consequence used	
L	Use of student SEN to inform planning (where applicable)	
Other strategy used:		
M	Review and change seating plan	
M	Text message/call to parents about concerns	
M	Step by step instructions for the lesson printed out and on students desk	
M	Use of C1, C2, C3 reminder	
M	Allow a student <b>a minute</b> standing outside the classroom to think about their behaviour and how they can correct it	
M	Review appropriateness of level of work, lesson planning and differentiation	
M	Brief restorative conversation during lesson to explain concerns. This may be outside the classroom - where appropriate	
M	Restorative conversation at the end of lesson to explain concerns	
M	Use of student data to inform planning for individuals	
M	Seek advice from colleague where student is succeeding	
M	Phone call home to parents to share your concerns and the next steps	
M	Use of subject report card	
H	Use of the on-call system where a student is completely undermining the good order of the classroom	
H	Liaise with colleague who have the same student / group	
H	Pass to HOD and recommend subject report	

Positive behaviour for learning

HOD strategy sheet

Student name

Tutor Group

Department

Start date

The HOD should complete this form for students as a record of strategies and consequences used. If there is no progress made following 2-4 weeks, or there is a rapid decline in progress, then you should seek the support of your line manager/HOL or request a subject referral to IC.

Strategy / consequence	Date	Outcome / further information
Review of 'classroom teacher strategies' with the classroom teacher and revisit as necessary		
Review of use of behaviour policy or SEN information to inform planning with HOD / HOY / SENCo		
Pre-planned, limited withdrawal from normal lesson to another class within the department or 'buddy' class (not extraction within the lesson)		
Restorative conversation between student, teacher and HOD		
Phone calls to parents to inform, review progress and seek support		
Positive reinforcement of positive behaviour e.g. good phone call home, note in planner, postcard		
Parents invited in for a meeting		
Restorative meeting at lunchtime or afterschool with HOD supporting teacher		
Department contract set up		
Departmental report with HOD – report to at start and end of each lesson		
HOD to observe lesson to offer guidance and support		
HOD / SENCo to support teacher with lesson planning or differentiation		
Referral to T&L team for support for teacher with teaching and learning		
Arrange an observation of a colleague with same group / student		
Other, please state.....		

Positive behaviour for learning

SLT link

Return from subject isolation

Student name

Tutor Group

Department

Start date

This form should be completed for students as a record of strategies and consequences upon returning from subject removal.

Strategy / consequence	Date	Outcome / further information
Seen student for regular 'learning chats'		
Behaviour contracts agreed between staff, students and parents		
Logging behaviours and actions and analysing patterns		
Supporting HOD(s) with meetings with the student		
Supporting HOD(s) with meetings with the student and parent		
Placed on monitoring card (department or FOCUS) to monitor behaviour		
Reviewed student 'round robin' and discuss with parents at a meeting. Action plan created and reviewed		
EHA completed and referral to the BSS		
Isolated with YT and / or department		
Referred student to isolation		
Referred for a fixed term exclusion		
Discussed student with SENCo to check support / provision		
Early Help completed and referred to BSS		
Reviewed timetable and provision		
Completed PSP with parents and student		

# Positive Behaviour for Learning policy: coronavirus addendum

Approved by:

Date: 15/07/2020

Last reviewed on:

15/07/2020

Next review due by:

30/09/2020

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### 1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal behaviour policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes.

We will communicate any changes to staff, parents and students.

### 2. Expectations for students in school

#### 2.1 New expectations

When students are in Academy, we expect them to follow all of the expectations set out below to keep themselves and the rest of the Academy community safe.

Staff will be familiar with these expectations and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Mr Vickery or their child's Head of Learning if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Year Groups will be placed in their own separate 'bubble' throughout the school day. Students will be expected to stay within these bubbles and NOT mix with any other student from any other year group. To keep social distancing between year groups, each group will be given a colour zone which will correlate to where they are taught, eat, have social time and go to the toilet. It is important that students stay within these coloured zones at all times (see appendix 1)

#### Arrival, Departure, Breaks, moving around the building

- Students must arrive promptly to school at their allotted year group entrance. If they arrive at the incorrect entrance, they will be turned away by the member of staff and ask to enter via the correct entrance.
- Students arriving late will report to main reception and be escorted to their 'bubble area'.

- Students will be allocated a classroom for their learning to take place in. Students will be expected to stay in these classrooms, unless instructed otherwise by a member of staff.
- Staff will change between classrooms, not students. On changeover of lessons, students will be expected to line up outside the classroom in an orderly fashion.
- Year groups will be given a designated food area, social area and toilets. Students will be expected to stay within these allocated areas at all times.
- Students will be encouraged to bring their own food to school to reduce the risk of potential infection.
- At the end of the school day, students and classes will be dismissed one at a time and students must make their way directly home. Students are expected to uphold the values of Padgate Academy as they travel to and from school and are reminded they are subject to the school's behaviour policy and sanctions for any misbehaviour outside of the school premises.

### During Lessons

- Students will be assigned a seat within the classroom and follow the Academy Behaviour for Learning expectations. Students will only leave lessons in exceptional circumstances and will only do so with the permission of the teacher and upon collection by a member of the pastoral or Senior Leadership team.
- Students are to clean their hands with the sanitizer provided on arrival to school and lesson and if they enter or leave the classroom with a member of staff.
- Students are to use the antibacterial wipes provided to wipe down their desks upon arrival and at the end of the school day before they leave it.
- Students are to clean their hands with sanitizer provided upon leaving the classroom and school building.
- Normal expectations of classroom behaviour and behaviour for learning will apply at all times.

### Uniform and Equipment

- Students should wear full school uniform, allowances and reasonable adjustments will be made for students who have outgrown uniform and that replacements may have been delayed or difficult to obtain.
- Students should bring their own equipment to school.
- Students are allowed to bring a bag that contains their lunch, PE kit and any other **essential** items
- PE kit will be worn on the day's students are participating in PE lessons.

## Hygiene Procedures

- Students will be kept within their own year groups to reduce mixing. Social distancing from other year groups will be in place throughout the day within these groups.
- Students must follow good hygiene standards at all times and should bring a small packet of tissues and follow the "catch it, bin it, kill it" advice. They should also avoid touching their mouth nose and eyes with their hands.
- At the beginning of the day, lessons and after any student has left the room they will be asked to sanitize or wash their hands thoroughly.
- Any student who feels unwell should report this immediately to the teacher who will arrange for them to be collected and isolated until assessed by the school first aider. Any student who exhibits symptoms of Coronavirus will be isolated and parents contacted.

## 2.2 Rewards and sanctions for following rules

To help encourage students to follow the above rules, we will:

Follow our school rewards policy, electronic rewards will be awarded by the teacher for outstanding effort or attainment in the lesson. Electronic report cards will also be used via SIMS. However, if students fail to follow these rules, we will:

For minor infringements of the school rules or procedures students will receive a staged response:

1. Reminder of the rules and expectations, and how these relate to the FOCUS classroom expectations and the Academy B4L policy.
2. A formal teacher warning, this will be recorded on SIMS and parents informed by telephone by the teacher at the end of the session.
3. Detentions will be set in line with the school behaviour policy. A C4 will trigger a 30-minute detention to be issued. If students fail to attend this, a 60-minute detention will be issued.
4. Detentions will be completed in set rooms for each year group. Each Year group will have one day a week to complete detentions. If students have more than one detention, they will be expected to complete 1 or more to make up the time.
5. As per the school behaviour policy, a missed 60-minute detention will resort in a day in the Inclusion Centre.
6. The Inclusion Centre will function as normal, specific booths will be allocated to specific Year groups.
7. Continued failure to follow the school expectations after a formal warning, a member of SLT will be contacted and the student removed and externally excluded.

Serious infringement of the rules that endanger the safety and wellbeing of others, including the failure to follow proper social distancing, will result in immediate collection by SLT and the student being externally excluded pending investigation.

Where a student has been sent home, the circumstances will be investigated by the pastoral team and parents contacted. If a student is sent home more than once, or for a serious one-off incident, parents will be contacted and alternative arrangements will be made for subsequent in school days.

## 2.3 Changed rules

As long as this addendum applies, we will alter the following school rules.

- **Attendance is compulsory as of 2<sup>nd</sup> September 2020.** Students who are shielding, self-isolating, showing symptoms, awaiting a test result or been in close contact with someone who has a positive test must not attend and will be recorded on the register as a X code (unable to attend due to exceptional circumstances). Students who are eligible to attend where the parent or career does not wish them to attend will be recorded as O code (unauthorised leave of absence). Please inform school on the first day of absence following the normal reporting procedures and give the reason.

## 3. Expectations for students at home

### 3.1 Remote learning rules

If students are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact Mr Vickery or Mrs Barclay if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

- Complete work to the deadline set by teachers.
- Seek help if they need it, this can be done via email to their teacher.
- Alert teachers if they're not able to complete work.
- Ensure that all use of school systems and emails follows the school's expectations and includes appropriate language and content.

3.2 If there are any problems with students adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will be following up with parental contacts via individual teachers and pastoral staff. The purpose of these calls is to determine how school and parents can best work together to ensure students are supported and engaging with the work set.

## 4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum each month by the Pastoral Team.

## 5. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding policy
- Health and safety policy
- Behaviour for Learning Policy

## 6. Appendices

### Appendix 1:



**PLEASE WASH YOUR HANDS**

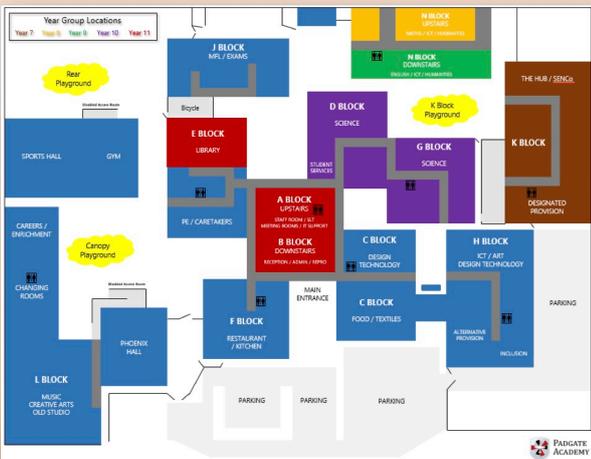


**PADGATE ACADEMY**



**PLEASE WASH YOUR HANDS**

## Year 7 - Brown Zone - K Block



<b>Your entrance/exit is</b>	<b>Your toilets are</b>
K Block Gate	K Block
<b>Your food area is</b>	<b>Your social area is</b>
Restaurant	K Block Playground

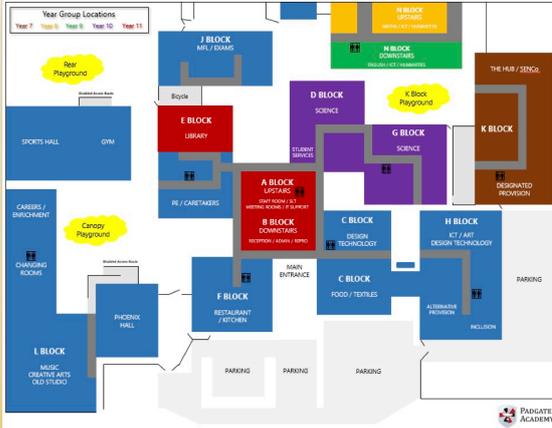


PLEASE KEEP YOUR DISTANCE FROM STAFF

### Student Expectations



# Year 8 – Orange Zone – N Block Upstairs

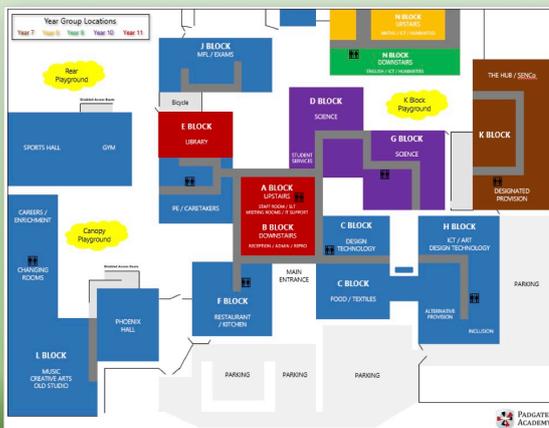


<b>Your entrance/exit is</b>	<b>Your toilets are</b>
Station Road	L Block
<b>Your food area is</b>	<b>Your social area is</b>
Restaurant	Canopy Playground

**Student Expectations**



# Year 9 – Green Zone – N Block Downstairs



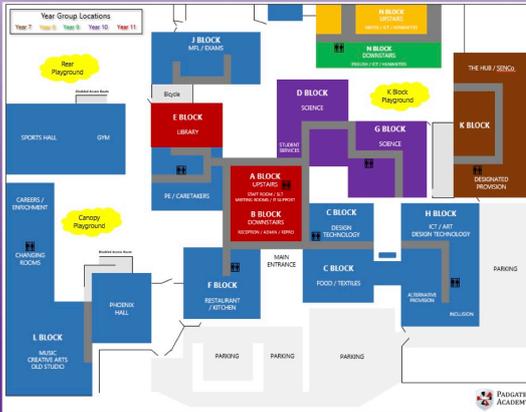
<b>Your entrance/exit is</b>	<b>Your toilets are</b>
Main Entrance Gates	N Block
<b>Your food area is</b>	<b>Your social area is</b>
Gym	Rear Playground

**Student Expectations**





# Year 10 – Purple Zone – D/G Block



**Your entrance/exit is**  
C Block Stores

**Your toilets are**  
C Block

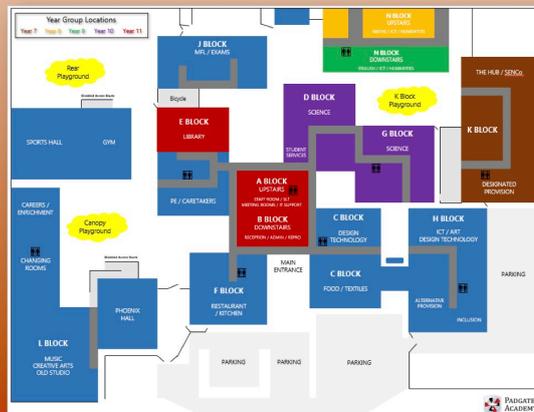
**Your food area is**  
Gym

**Your social area is**  
Rear Playground

**Student Expectations**



# Year 11 – Red Zone – B Block



**Your entrance/exit is**  
Canteen Fire Door

**Your toilets are**  
E Block

**Your food area is**  
Phoenix

**Your social area is**  
Canopy Playground

**Student Expectations**

