University Academy Warrington

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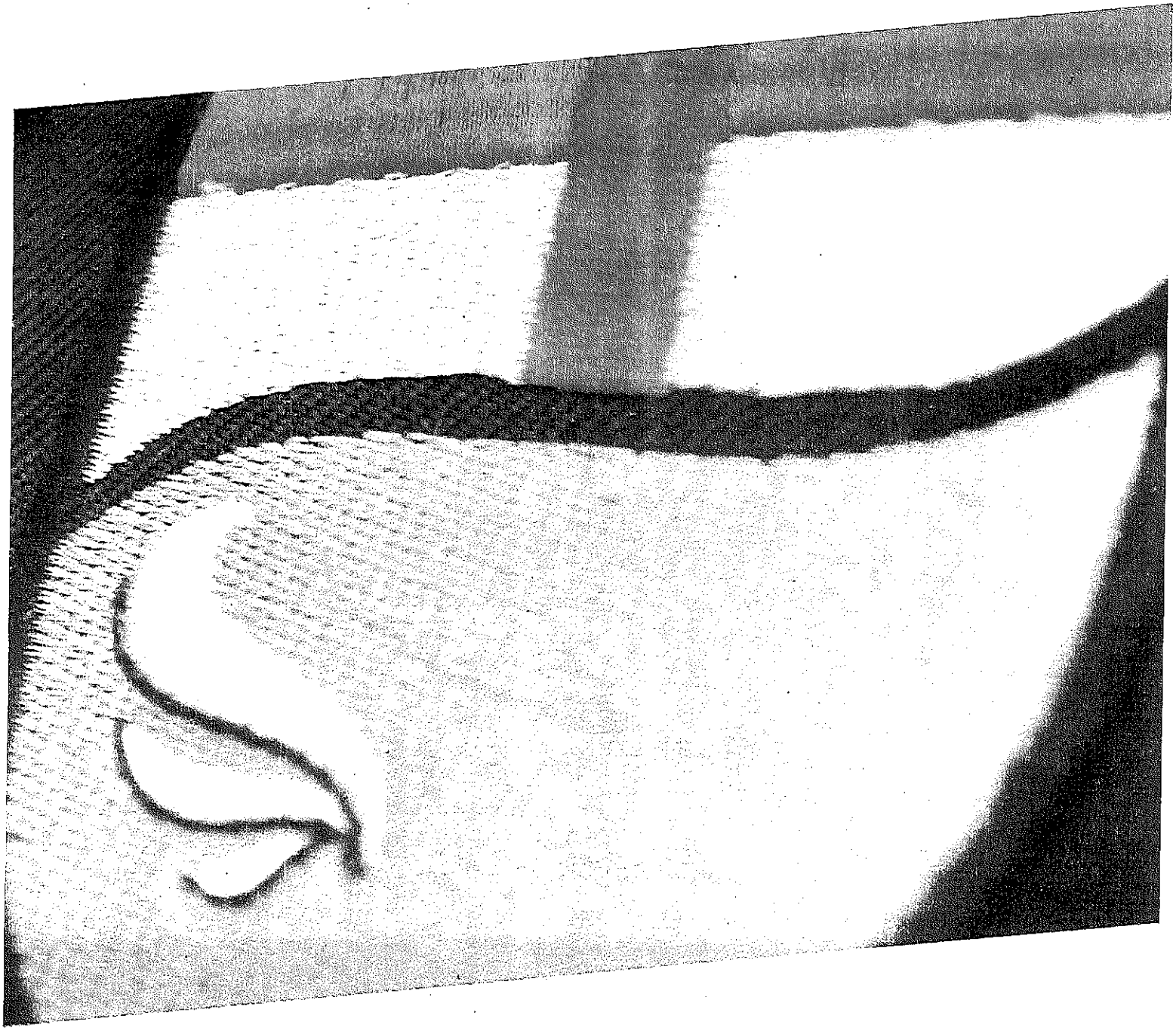

Behaviour & Safety Policy

Believe • Belong • Become

Behaviour & Safety Policy

Contents

Introduction

Purpose

The purpose of this policy is to produce a working document which reflects the current needs of the Academy. The policy is intended to build upon previous practice and has been the result of review, evaluation and consultation within the forum of a working party.

Aims

The policy aims to put strategies in place which help develop a positive culture of praise and reward within the Academy, where students feel empowered and are able to successfully manage their own behaviour.

Rationale

The rationale behind the policy is that behaviour is a choice: students learn that positive and negative behaviour leads to positive and negative consequences respectively.
Equally important is that the policy is rooted in respect - where staff speak and act courteously to students and so educate students to show similar respect towards staff and each other.
It is important that all stakeholders, that is, staff, students and parents understand that when a student behaves unacceptably, it is the behaviour that is seen as unacceptable, not the child.
The policy aims to instill a sense of 'ownership' and responsibility for behaviour from all: staff, students and parents; the Academy aims to communicate and work with parents in order that parents may have a true picture of their child's behaviour and can contribute to their success as much as possible.
It is important that staff understand the importance of using a wide range of preventative and intervention strategies when dealing with behaviour. It is important to remember that teaching and learning go hand in hand with behaviour, and that it is often the well planned, correctly pitched, and engaging lessons which promote positive behaviour : 'Behaviour for Learning' and attitudes to learning.

At UAW, we aim to keep parents/ carers as informed and up to date as possible with regards to their son/daughter's behaviour. We recognise that working in partnership with home can facilitate improvements in behaviour in the Academy. Relevant personnel should communicate with parents/ carers at every point.

Our responsibility to safeguard and promote the welfare of young people is of paramount importance and we believe that safer students make more successful learners

Summary

RANGE OF ACTIONS TO BE IMPLEMENTED BY RESPONSIBLE STAFF

Level 1 In-Class
Low level

Responsibility: Class Teacher

Level 1 Around Academy
Low level

Responsibility: All staff

Level 2 (green form)
In- class / Academic Review
Moderate

Responsibility: Class Teacher in liaison with HOD / HOL

Staff informed: HOD / HOL

Parents informed by: HOD / HOL

Level 2 (green form)
Around Academy
Moderate

Responsibility: HOL

Staff Informed: HOL

Parents informed by: HOL

Level 3 (pink form)
In- class and around Academy
High Level

Responsibility: SLT

Staff informed: HOD /HOL /SLT
Parents informed by: SLT/ HOL

In-class behaviour

The list of examples of behaviour provided at each level in this policy are not exhaustive or meant to be prescriptive.
The examples are written as guidelines and there may be instances which are not mentioned here.
Staff are expected to use a variety of strategies, and their professional judgment in consultation with their line managers where needed.
Staff are expected to consider the context of the behaviour when determining any action which may follow.

Level 1 – Class Teacher

Low level challenging behaviour (in class/ Academic Review)

Responsibility for action As a class teacher you own the behaviour in your classroom	**Class teacher records incident on SIMs (page 38 staff handbook)**	
Examples	**Suggested strategies**	**Recommended actions taken by classroom teacher**
Disruption e.g. Chatting / noisy distracting others not listening to instructions out of seat without permission late to lesson inappropriate language Silliness e.g. passing notes time wasting teasing Non-disruptive off-task: e.g. chewing daydreaming fiddling rocking on chair applying make-up/ nail varnish/brushing hair	✓ Consistency Across the Classroom(appendix 1) ✓ Classroom boundaries ✓ Well-planned lessons ✓ Students on task immediately ✓ Change of activity ✓ Refocusing ✓ Varied teaching style ✓ Deployment of T.A. ✓ Use of strategy sheets for SEND students ✓ Time limits on tasks ✓ Countdown / wait for silence ✓ Seating plan / change plan ✓ Low-key, quiet voice ✓ Walking round room ✓ Close proximity to pupil ✓ Verbal & non-verbal praise: smile /thumbs up ✓ the 'look' / raised eyebrows ✓ Sign work as walk around ✓ Calming down, heads down ✓ Diffusing with humour	Talk to pupil Move seat Catch up missed work Note to parent in planner Lose free time / detention Community service in classroom e.g. tidy books / chairs up / pick litter in class/ recycling Set possible new deadline for homework
Homework Fails to hand in or complete	See appendix 2 for homework strategies	
Mobile phone/electronic devices - in class usage results in referral to SLT on call and resultant Level 3 referral.		Confiscation of equipment by SLT. Item passed to a member of the admin team in the Finance Office for secure keeping. Parent to attend UAW for return of article. (Level3)

Level 2 – Green Form

Moderate level challenging behavior (in class / Academic review)

Responsibility for action	**Record incident on SIMs (page 38 staff handbook)** **Class / Form Teacher in liaison with HOD (class) / HOL (Academic review)** **Parents informed by HOD(class) / HOL (Academic review)** **Staff informed: HOD (class) / HOL (Academic review)**

Examples – All examples above may result in a referral to the Inclusion Centre or a further sanction at the discretion of the HEAD OF SCHOOL	**Recommended actions taken by CT / HOD / HOL.** **A selection may be used from the (non-exhaustive) list below**
Persistent disruption of learning Persistently arguing back Persistently stopping others from working Repeated refusal to follow class teachers instructions Persistent lateness to lesson/ form Repeated lack of class work/ homework/ coursework Bullying (refer to anti-bullying policy) Repeated truancy to one particular subject area. In an area that is out of bounds Health & safety risk	Remove to HOD / another classroom* (appendix 3) Detention with HOD / class teacher after school 24hrs notice (notice in planner) HOD phone call. Letter home if unable to contact by phone. * Possible Inclusion Centre if repeated .(appendix 4) Community service within department Set extra work if continued lateness or truancy. Departmental report card* (appendix 5) BIP level 1 or 2 **HOD AND HOL should communicate with each other, e.g. via discussion / email**

Level 1 - (Every member of staff responsible)

Low-level challenging behaviour (General / around school)

Responsibility for action: All examples above may result in Inclusion Centre or further sanction at the discretion of the Head of School.	**Record incident on SIMs (page 38 staff handbook)** **Duty staff on yard and dining hall (break and lunch).** **Departments responsible for their corridors / area during break and lesson change- over** **All staff are responsible for general behavior around the academy**

Examples of behaviour outside the classroom	**Suggested strategies**	**Suggested actions taken by any staff.** **A selection may be used from the (non-exhaustive) list below**
Running on corridors Shouting on corridors Uniform and appearance Loitering Eating / chewing on corridors Dropping litter	Staff present on corridors at lesson change-over. Prompt return from break and lunch. Establish expectations of lining up for lesson. Act as role model e.g. pick up litter, walk on left Staff to refrain from eating / drinking on corridors. Reinforce expectations in form time, lessons and assemblies.	Positive instruction e.g. "Stop and walk. Thank you." / "Go to your next lesson now. Thank you." Remind Students of safety rules. Ask students politely to pick up litter / put sweets etc away and direct them to a bin. Refrain from shouting at student in front of audience; rather talk him /her to one side.

Level 2 – (Every member of staff responsible) Green form Moderate level challenging behaviour (General / around school)	
Responsibility for actions:	**Record incident on SIMs (page 38 staff handbook)** **Parents to be informed by HOL**
Examples	**A selection may be used from the (non-exhaustive) list below**
Out of bounds at break / lunch time Persistent lateness to Academy Uniform and appearance including jewellery Unacceptable hairstyle/ make up Off- site incident whilst representing the Academy/ in the Academy uniform. *All examples above may result in Inclusion Centre or further sanction at the discretion of the Head of School*	Contact parents* *(appendix 4)* Lose breaks for a set period Lunch time detention HOL after school detention BIP 1 or 2

General Issues – as a Form Tutor

Issue –	Staff responsible for action	Staff to be informed	Parents to be informed	Possible action (note further sanctions may be included at discretion of SLT /Head of School based on incident)
Punctuality to Academic Review **Level 1** Late once	FT			Warning
Level 2 More than once	FT	HOL	✓	HOL detention
Level 3 Persistent	HOL	HOL / Assistant Principal	✓	HOL detention/ HOL contact with parent BIP 1 or 2 HOL discretion Inclusion Centre
Uniform and appearance issues **Level 1** Occasional	FT / all staff			Warning
Level 2 Regular	FT in liaison with HOL	HOL	✓	HOL Standard letter to parents* *(appendix 4)* HOL Contact with parents. HOL Detention Inclusion Centre
Level 3 Persistent lack of co-operation	SLT	HOL / Assistant Principal	✓	Parental interview HOL /AP Inclusion Centre FT exclusion

Repeated wearing/refusal to remove Sports jackets/ sweatshirts/ hooded tops will result in item being confiscated by staff and given to HOL/ Pastoral Secretary - G2 for student to collect at the end of the day.

Level 3 – Academic/ Around school (Pink Form) High Level challenging behaviour	
Responsibility for action	**Parents informed by: SLT / HOL** **Staff informed: HOD / HOL / SLT** **Pastoral Secretary record on SIMs** **Pastoral Secretary – Inclusion Letter signed by Vice Principal/ Head of School**
Examples	**A selection may be used from the (non-exhaustive) list below, remembering further sanctions may be included at discretion of SLT /HEAD OF SCHOOL based on incident.**
Refusal to co-operate with HOD/HOL/ SLT Aggressive behaviour/ dangerous behaviour/ physical assault Health & Safety risk (inc. e-safety) Persistent Truancy from school/ a range of subject areas Smoking / drugs / alcohol Verbal abuse to staff Physical contact with member of staff Homophobic/ racist remarks Fighting Off-site at break / lunchtime without permission Defiance / non-co-operation of Academy rules	SLT call-out* *(appendix 7)* Detention at Assistant Principal / Vice Principal discretion Detention for each hours missed learning & HOL detention. Inclusion Centre at SLT discretion* *(appendix 8)* Parental interview Community service Fixed term / permanent exclusion* *(appendix 9)* BIP 2 / 3 / 4 report at SLT discretion

Appendices

Consistency Across the Classrooms

All Staff are required to ensure that the following procedures are followed:

As the lesson is about to begin...

- Meet students at the door and insist they line up quietly outside the classroom
- Check that there is no litter on the corridor outside your classroom
- Greet students as they come in and check uniform
- Students stand behind their desks (boy/girl)
- Planners, equipment are on the desk ready for the lesson to begin
- Greet students as a class and invite them to sit down
- Display the Learning Objectives and ensure the Literacy Objective is clear
- The date and titles should be written in full
- Begin your starter activity
- Take a register

As the lesson progresses...

- Check that learning is taking place regularly and that all pupils are making good progress
- Encourage and praise good behaviour
- Ensure students only leave the room if it is an emergency and that they have a pass
- Celebrate success
- Take every opportunity to reinforce students' Literacy skills

As the lesson nears its conclusion....

- Allow time for plenary and return to the learning objectives
- Allow students time to write their homework in their planners
- Ensure students stand behind their desks in silence and check uniform
- Ensure that the room is tidy
- Dismiss pupils one row at a time in an orderly fashion, checking behaviour as they move onto the corridor.

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At the end of the day...

- Ensure the classroom is tidy and free from litter with chairs placed on tables
- Ensure all computers projectors and lights are switched off and that all windows are closed.

Lessons should not be disrupted with visits or messages from other staff / students. Students are expected to stand for the Executive Principal, Principal and Vice Principal only if they visit the classroom.

Appendix 1

Appendix 2

Homework Strategies

Please check your department's homework policy as per Departmental Handbook.

Some strategies that can help you to manage the prompt completion and handing in of homework.

- ✓ Set relevant tasks
- ✓ Use homework for preparation for next lesson / consolidation
- ✓ Research tasks
- ✓ Differentiated tasks
- ✓ Set tasks with time limits
- ✓ Ensure students record homework in planner with deadline.
- ✓ Make homework the focus at start of lesson
- ✓ Keep a homework register
- ✓ Set clear deadline for completion.
- ✓ Establish policy of notes from parents for any excuses
- ✓ Ensure all understand
- ✓ Clear explanations
- ✓ Set before end of lesson
- ✓ Prepare writing frame
- ✓ After school homework club

Appendix 3

Removal to Head of Department

1. A student should be sent to HOD in the first instance if he/she is causing persistent disruption which prevents the learning of others (this is a Level 2 referral).

2. A student should only be removed if the class teacher has attempted to stop the inappropriate behaviour.

3. The student should be sent by the class teacher with a pass, and the HOD notified of the removal by way of note, for safeguarding reasons, via TA or another student.

4. Should the removed student fail to arrive, HOD should contact SLT on-call on email.

5. Should SLT find the student, the student will be placed with HOD. Refusal to co-operate with SLT will result in a Level 3 referral and placement in the Inclusion Centre.

The department needs to know where the HOD is at all times. The HOD should be available to accommodate the removal of students.

Responsibility for dealing with the students lies with the HOD, not SLT.

In the case of large departments where there is a Key Stage Co-ordinator/ 2nd in Department, should the HOD be unavailable for a particular reason, departmental staff should be notified and arrangements made for removal to the KS Co-ordinator/ 2nd in Department.

Appendix 4

Contacting Parents

(Level 2 and 3 only)

Level 1 concerns by phone or planner

Classroom Teacher
Form Tutor

Level 2 concerns by phone, planner or letter

Head of Department
Assistant Principal
Head of Learning

Level 3 concerns by phone or letter

SLT

At each level Line Management should be informed if not involved for overview purposes.

Key staff above who wish to contact parents by letter should use the **standard letter template** as shown in this document.

Parental meetings

These should only be held by HODs, HOL and SLT.

It is important that HODs, HOLs and SLT try and involve the member of staff who initiated the referral whenever possible.

In all cases the above procedures must be adhered to by all staff.

Letters should be checked as per the line management model for letters home to parents in the Staff Handbook page 20.

Sample Level 2 letter from HOD / HOL
Information letter (available electronically)

University Academy Warrington

Date

Parental Addressee

Dear *Parental Salutation*

I am writing to inform you that _____ has been referred to me by his class teacher for - _____.

This matter is being taken seriously, as the department has high standards and is particularly keen for _____ to do well.

If the problem persists I shall invite you to come in to the Academy to discuss this matter further with me, along with his class teacher / form teacher.

However, I trust you will discuss our concerns with _____ and that from now on we will see a positive difference.

In the meantime, please do not hesitate to contact me if you wish to discuss the matter further.

Yours sincerely

Signature

Miss/Mr _____
Head of _____

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Appendix 7

SLT Emergency Call-Out

It is important that SLT Emergency call-out is only used in an emergency.

HOD must be aware of the callout and ideally make the call when possible.

For example:

- Out-of control behaviour.
- Dangerous behaviour
- Walking out of lesson
- Collect a phone/ electronic device

HOD should email Emergency on-call when possible (if a fight takes place in a classroom then the subject teacher would make the call, informing HOD when possible) and give specific details of the request for SLT assistance.
A senior colleague will attend to the request as soon as s/he is available.

Appendix 8

Inclusion Centre

The decision and authorisation to place students in the Inclusion Centre lies with the Vice Principal only.

Procedure:

1. Students should be taken to the Inclusion Centre with an explanation.
2. A level 3 referral (pink form) MUST be completed and given to the Pastoral Secretary AS A MATTER OF URGENCY which includes reason and length of stay. This must be discussed with Assistant Principal KS 3/4 so that they are aware of ALL referrals (inc those from other Assistant Principals).
3. The office inform the Inclusion Centre manager immediately of referral.
4. The HOL contacts parents by phone to inform them of placement. If the Inclusion Centre day is 'planned' in advance as a sanction HOL/HOD will be asked by ASSISTANT PRINCIPAL to contact parents
5. The Pastoral Secretary completes the standard letter to parents informing of the sanction. Letter signed by ASSISTANT PRINCIPAL KS3/4

Holding Students for investigation – Students can be held in the Inclusion Centre whilst an investigation into an incident takes place. Whilst it is essential for this to take place quickly, it is imperative for it be thorough. Holding and investigation can be used to avoid the period in the Inclusion Centre becoming a sanction.

Some Students may be immediately removed to the Inclusion Centre if a member of SLT (usually emergency on-call) decides it is necessary. In **all** cases this should be followed up by prompt investigation. A level 3 (pink form) should be completed **by the** HOD / HOL and passed to their ASSISTANT PRINCIPAL Line Manager.

Appendix 9

Exclusion

Fixed term Exclusion

Exclusion is at the discretion of the Head of School only.

Parents are contacted within 24 hours of the Head of School's decision to exclude by telephone and by registered letter.

UCAT follow the DFE guidelines on exclusions.

A post exclusion meeting with the Head of School/Vice Principal, the parent and the student must take place before the student returns to mainstream lessons. HOL and/ or LC to attend this meeting at the discretion of the Head of School.

Permanent Exclusion

The decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the Academy that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head of School's judgement, it is appropriate to permanently exclude a child for a first 'one-off' offence.

Appendix 10

Reporting and recording incidents

Level 1: Behaviour should be recorded straight onto SIMS by classroom teacher.

Level 2: Responsibility for action – HOD / HOL

The green level 2 form should be completed by the Reporter who may be: Class Teacher, Form Tutor or HOD /HOL.

If you are a CT or a FT it is good practice to **first** discuss the issue with your HOD /HOL.

The incident will then be placed onto SIMS by HOD/HOL

Level 3: Responsibility for action - SLT

A pink level 3 form is to be completed by the member of staff reporting - HOD or HOL.

The incident should first be discussed with HOD /HOL prior to SLT referral. HOD /HOL should discuss the issue with SLT line manager (exceptional cases may require immediate referral to SLT).

Should the Assistant Principal decide an appropriate sanction is necessary the Assistant Principal will complete the remainder of the form and place in the office for entry onto SIMs. A summary incident report will be completed by the Assistant Principal and stored centrally.

INCIDENT REPORT FORM
LEVEL 3

Pupil:		Form:	Incident Date:	Subject & lesson:	Location:	Staff :

Incident:					
1. Refusal to co-operate with HOD/HOL/SMT		2. Uniform & Appearance		3. Aggressive Behaviour / Physical Assault	
4. Health & Safety Risk (inc E Safety)		5. Truancy		6. Smoking	
7. Bullying		8. Racist Remarks		9. Other (specify below):	

Details of incident: (Reporter to complete)	Reporter:	Passed to (LM) :

Parental Contact		Copy to HOD/HOL	

Inclusion Centre				EXCLUSION			
No. of days		Date		No. of days		Date	

Reason for Inclusion Centre / Exclusion: (as included in letter and on SIMs)

Actions

By Reporter

By HOD/HOL

By SLT

For Office use only: Letter
☐ Sent / date: _____ Entered on SIMS ☐ Date: _____

Summary of Incident

Name: ..... Form.....

Date of incident: ..... Approx time of incident: .....

Where did the incident happen? .....

Name any staff or students who witnessed the incident: .....

.....

Details of the incident *(please write a full account of what happened)*:

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Signed: ..... Date: .....

Countersigned(Staff Signature)..... Date.....

Details of Incident (continued)

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Signed: ..... Date: .....

Countersigned(Staff Signature)..... Date.....

INCIDENT REPORT FORM

LEVEL 2

Referral to Head of Department / Head of Learning

Name:		**Form:**	

Date of Incident:		**Date of Referral:**	

Reporter:		
Subject:		**Lesson:**
Location:		

Behaviour (please place "X" in relevant boxes):		
1. Persistent arguing	2. Persistent lateness	3. Repeated truancy
4. Out of bounds	5. Health & Safety Risk	6. Off-site
7. Repeated lack of coursework / homework	8. Refusal to follow Class Teacher Instructions	9. Persistent Disruption
Other (specify):		

Details of incident. Reporter to complete.		
Action taken by _____		
Parental contact	Detention	Dep't report card	BIP report
Community Service	Class Report (HOL only)	Other (please specify)

Actions
By reporter
BY HOD/HOL
BY SLT

Appendix 5

---------- Department Report Card

University Academy Warrington **CT**

CLASS TEACHER MONITORING REPORT

Name		Form	
Date From		Date To	

This week I agree to meet the following targets:

1	
2	
3	

Student signature	
Class Teacher signature	

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University Academy Warrington **HOD**

HEAD OF DEPARTMENT MONITORING REPORT

Name		Form	
Date From		Date To	

This week I agree to meet the following targets:

1	
2	
3	

Student signature	
Head of Department signature	

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Dear Parent/Carer,

Your child has been issued with a **Monitoring Report**.

He/she is to report once a day, at a time specified to his/her **Class Teacher**.

It is the student's responsibility to bring the report to school every day, to keep the report safe and to show it to you at home for signing.

These targets have been chosen specifically for your child and we trust you will discuss them with him/her.

Yours Sincerely,

Class Teacher

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CLASS TEACHER MONITORING REPORT

DAY		DATE	

Please put ✓ or X to indicate if students has met targets

Targets	LESSON 1		LESSON 2		LESSON 3		ACADEMIC REVIEW		LESSON 4		LESSON 5	
	Subject:		Subject:		Subject:				Subject:		Subject:	
	✓ or x	Staff Sig.	✓ or x	Staff Sig.	✓ or x	Staff Sig.	✓ or x	Staff Sig.	✓ or x	Staff Sig.	✓ or x	Staff Sig.
1												
2												
3												

Parent/Carer signature	
Class Teacher signature	

Class teacher - please write any further comments below

Lesson	Positive e.g. Vivos, worked well, good homework	Sanctions e.g. Detention, contacted home
1		
2		
3		
4		
5		

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Appendix 6

Standard Letter: Appearance (available electronically)

University Academy Warrington

Date

Parental Addressee

Dear *Parental Salutation*

I wish to raise a concern with you regarding _____ appearance to the Academy.

_____ is continuing to wear make-up (specify), despite having already been spoken to on a number of occasions.

I trust you will ensure that your child's appearance is in accordance with Academy policy in the future.

Please complete and return the slip below to acknowledge that you have received this letter.

Yours sincerely,

Signature

*Miss/Mr*_____
Head of Learning

_____✂_____✂_____

I acknowledge receipt of the letter regarding uniform and will ensure that _____'s appearance is in accordance with Academy policy.

Signed_____

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These letter templates are available in the Staff Folder on the T DRIVE.

Only **Heads of Learning** may send this letter. Please alert your HOL should you request a letter to be sent.

Level 2 letter from HOD / HOL. Parental meeting (available electronically)

University Academy Warrington

Date

Parental Addressee

Dear *Parental Salutation,*

I contacted you recently about the referral that was made by _____class teacher for repeatedly failing to complete homework.

I am concerned that there are still problems and I would now like you to invite you into the Academy to discuss the matter further.

I would be grateful if you could attend a meeting on _____ at_____.

If this is inconvenient, please contact the Academy to make an alternative appointment.

Yours sincerely,

Signature

Miss/Mr_____
Head of _____

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Level 3 letter from Assistant Principal - Parental meeting (available electronically)

University Academy Warrington

Date

Parental Addressee

Dear *Parental Salutation,*

I have tried to contact you by telephone but have been unsuccessful.

Therefore, I am writing to inform you that _____ has been referred to me by _____, Head of Learning Year____/ _____,Head of _____ for repeatedly truanting from the Academy.

As this is a serious matter and I would like to invite you into the Academy to discuss this matter further _____at _____.

If this time is inconvenient please feel free to contact the Academy to rearrange the appointment.

Yours sincerely,

Signature

Mrs M Bale
Assistant Principal

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