



THE ACADEMY OF  
**ST FRANCIS**  
**OF ASSISI**

# Behaviour For Learning Policy

<b>Review Period:</b>	Annually
<b>Date Policy Last Reviewed:</b>	September 21
<b>Person Responsible For Policy:</b>	Head of School
<b>Governing Committee:</b>	Full Governing Body
<b>Date for Review:</b>	September 22

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## **Introduction**

Our distinct Christian ethos underpins every aspect of Academy life at St Francis of Assisi. It is an ethos which is felt, lived and experienced by all. The everyday life of our Academy is firmly rooted in unique key values, based on the Gospel message which provides hope for all.

### **Our Values:**

Our unique values are

- Respect
- Ambition
- Pride
- Happiness
- Peace and Reconciliation.

### **Objectives:**

- To ensure that all members of the academy community are aware of the aims and expectations of the school in terms of behaviour and consistency;
- To encourage good, orderly behaviour and self-respect as well as respect for others, uniform, equipment and the environment;
- To provide consistent and effective support for staff and students;
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions;
- To promote a positive attitude to learning and provide a learning environment that enables students to realise their potential and make progress;
- To support students in achieving success and encourage patterns of good behaviour through a range of rewards;
- To deal with incidents of unacceptable behaviour with appropriate sanctions;
- To ensure that all students are treated equally and fairly with regard to rewards and sanctions;
- To ensure that students, parents and carers are aware of the rewards and disciplinary referral routes.

## 1. 'Success for All'

At The Academy of St. Francis of Assisi our students are at the heart of everything we do. We strive to empower our students to ensure that they all reach their potential and that our mission 'Success for All' is realised. We expect the highest standards of behaviour. Our Academy is dedicated to Success for All and we firmly believe that every student has the right to learn and every teacher has the right to teach.

As a caring school we treat everybody with respect, are proud members of the school community and show peace and reconciliation to all. Any behaviour that disrupts learning or prevents progress for all is not in line with our values and staff will work quickly and effectively to help get students back on track.

### Key Members of Staff:

Head of School	Mr K Maddocks
CEO	MS H Duggan
Deputy Headteacher	Mrs C Singleton

#### Pastoral Team:

Associate Assistant Headteacher – Behaviour and Attitudes	Mrs Thompson
Designated Safeguarding Lead	Mrs Singleton
SENCO	Miss Riley/ Ms Warrior
Yr. 7 Head of Year	Mrs Jones
Yr. 8 Head of Year	Mrs Mitchell
Yr. 9 Head of Year	Mr Schofield
Yr. 10 Head of Year	Miss Docherty
Yr. 11 Head of Year	Mrs McKechnie
Reconciliation Centre Manager	Mrs Thornber

## 2. Expectations

### Uniform and Appearance

At the academy, we believe our uniform achieves two important goals:

1. It encourages a sense of community identity and pride. By wearing the same badge and the same clothing, our students are encouraged to think of the needs of the community as well as their own individual needs;
2. It encourages our students to develop habits for life. By polishing their shoes, folding trousers or kilts and hanging up their blazers, students learn the habits of discipline and personal responsibility that will stay with them for life.

We know that our students take pride in their presentation and appreciate that one of the reasons parents / carers choose to send their child to our academy is our high expectations. Parents / carers also agreed to fully support the academy's rules when they registered their child at the academy

Full details can be found in the academy's 'Uniform, Equipment and Personal Appearance Policy.'

### Behaviour and Attitudes

Our students are expected to behave in a manner which does not bring the name of our school into disrepute, or threaten the health and safety of other students, staff or members of the public. This includes the journey to and from the academy and any school visits.

### Travelling To and From School

**Attendance:** All students are expected to be in every day.

**Punctuality:** Students can arrive at school from 8am. Students must be in the building by 08:40am and in their form or assembly by 8.45am otherwise they will receive a late mark. Any student who is late will complete a restorative session.

### 3. Rewards

Students have the opportunity to be recognised for living out our values, for their attitude to learning and excellent attendance and punctuality to school. Students can be awarded on a daily, weekly and half-termly basis.

#### **Attitude to Learning (ATL) and Behaviour Points:**

##### **In Lessons:**

During lessons students have the opportunity to be awarded points for a range of positive behaviours and contributions.

##### **Head of School Award:**

Staff will nominate one student per year group for the 'Head of School' award. Students will meet the Head of School for their award which will also be celebrated in the 'Book of Excellence' at the front of building.

##### **Every Half Term:**

Students with a specific amount of award points will be recognised with bronze, silver or gold star badges dependent on their achievements.



##### **Whole School Assemblies:**

Students are awarded for a range of achievements including living out our values, attendance, punctuality, academic achievements, reading etc during the academy's termly assemblies.

##### **Departmental Rewards:**

Each department also has a range of rewards for students linked to ATL. These include:

- ATL Grades on SIMS
- Stickers and Stamps
- Postcards of praise
- Letters home
- Positive telephone calls to parents
- Certificates of achievement/effort/progress

## 4. Consequences

### The Three Cs

The Three Cs Policy allows students a chance to stop, reflect on their behaviour and make the right choice.

#### **C1 – Chance to Make The Right Choice.**

The teacher will inform the student of the concern and give them a chance to make the right choice.

#### **C2 – Make the Right Choice – Reflection Time.**

Teachers will make their expectations very clear and explain the student has 2 minutes reflection time to make the right choice otherwise there will be a consequence. The teacher will then walk away from the student.

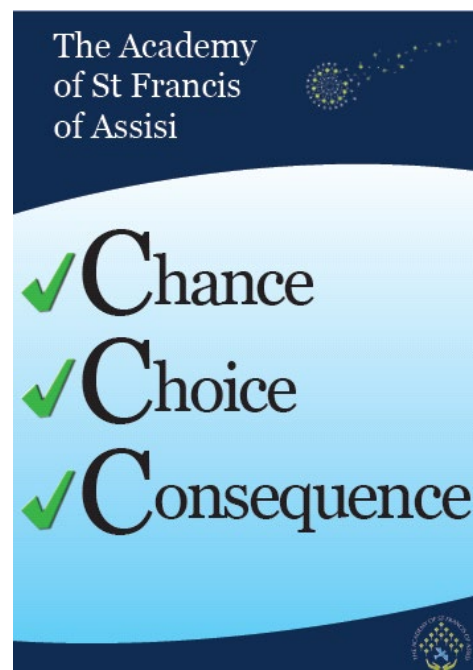
#### **C3 – If the student fails to meet the teacher's expectations, a consequence will be issued.**

#### **Consequences may include:**

- Moving a student to another seat
- Asking the student to remain behind at the end of the lesson for Restorative Practice (RP)
- Asking the student to return at break time or lunch time for RP
- Calling for Subject Leader support
- Calling for Senior Leader support
- Phone call home to parents/carers
- Discussing the matter with the students form teacher/HOY

#### **Debits:**

Debits (behaviour points) will be given for breaches of discipline. Parents/carers will be given regular updates when students have received debits and invited into the Academy to discuss their child's behaviour. Written referrals will clearly detail the incident that has occurred and the action taken.



### **Progress Reports:**

Any student placed on report must have a meeting with the form teacher and HOY to ensure expectations are clear. Parents/carers must be informed of the report and sign the report daily to ensure communication is clear. Reports that have not been completed fully or signed will result in a consequence. All students on report must report to the allocated staff member at the end of the day for a daily reflection. If a student loses or fails to complete their daily report it will be recorded on SIMS, a sanction will be given that day and parents informed. Any student who fails stage 4 will be referred to the Governor Behaviour Panel.

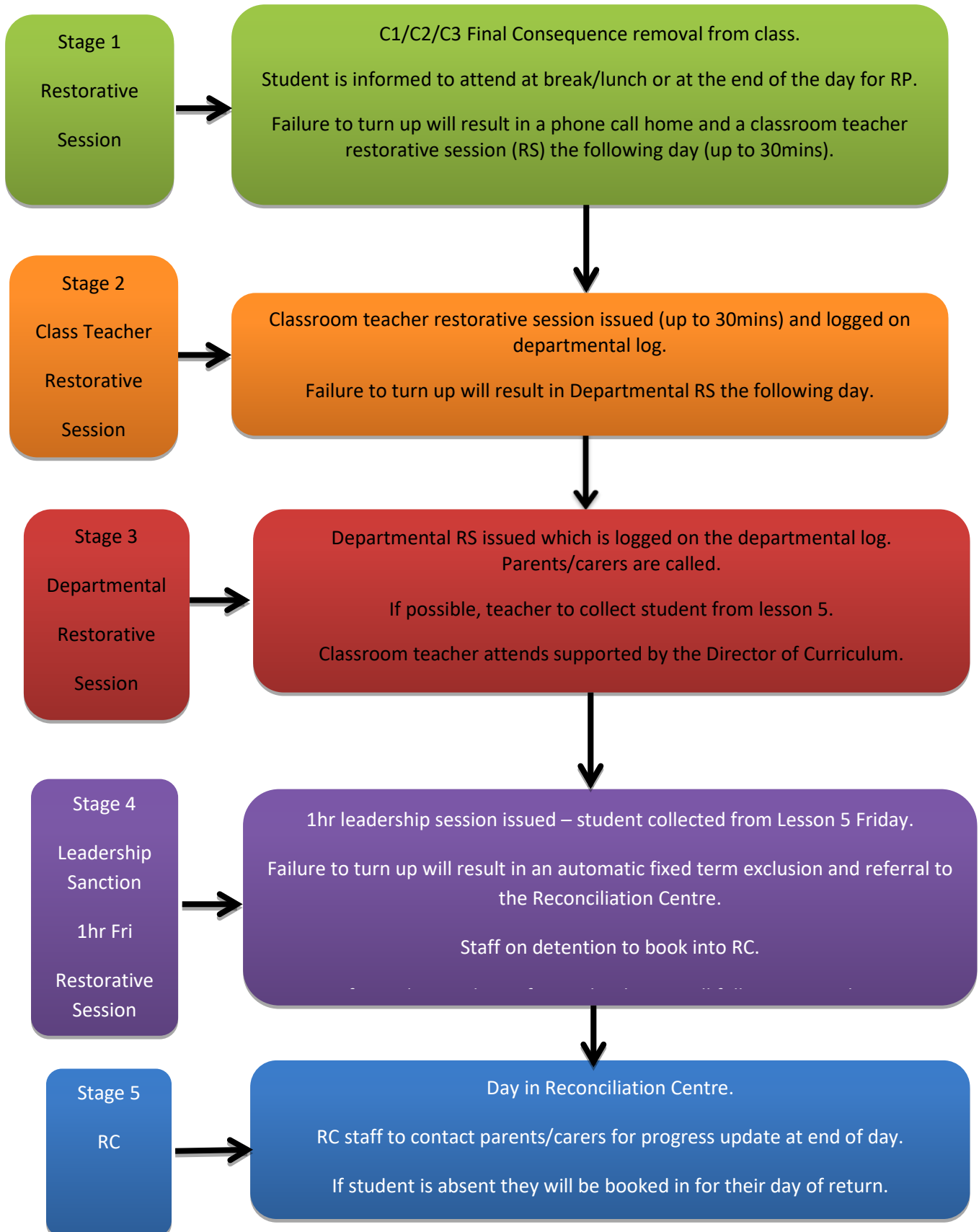
Stage 1	Form Teacher Report
Stage 2	Head of Year Report
Stage 3	Assistant Head of School Report
Stage 4	Deputy Headteacher Report

### **Restorative Practice:**

By adopting restorative practices we aim to create a healthy and supportive environment that helps young people grow and make positive changes in their lives. Restorative practices approach challenging behaviour and conflict in a different way focusing on building and repairing relationships rather than managing and controlling behaviour. Becoming a restorative school is not a soft option, it does not replace punishment but gives students and staff the opportunity to 'put things right.' By becoming a restorative school we commit to dealing with conflict in a different way, see conflict as a part of life and see its potential for learning new skills.



**Restorative Sessions:**



## 5. The Reconciliation Centre

The Reconciliation Centre is an alternative to fixed term exclusion.

### Aims:

- To improve student behaviour through Restorative Practices
- To allow time for pupils to reflect upon the consequences of their behaviour
- To ensure that student learning can continue during the sanction
- To allow students to reintegrate back into school

### Procedures:

- Students may only be referred to the RC by SLT/ELT/HOY
- Parents/carers will be informed beforehand and informed of progress at the end of the day
- Disruption or non-co-operation may result in immediate fixed term exclusion
- Students will have all PEDs, drinks/food, coat, bag removed and stored in a locker until the end of the day
- Students must remain in the RC all day including during break and lunch times
- Students must follow all expectations as laid out in the RC
- Students must remain in the RC until 3:30pm every day.

## 6. Exclusion

Whilst we do not wish to exclude any child from our school, sometimes this may be necessary both in terms of fixed-term exclusion and in exceptional circumstances, permanent exclusion. In some exceptional circumstances it may, in the Head of School's judgment, be appropriate to permanently exclude a child for a first or 'one off' offence. The school endorses and works within the guidance contained within the Liverpool Social Inclusion system for Permanent Moves and Managed Moves. These protocols may be used as an alternative to fixed-term and permanent exclusion from school and for those students who repeatedly seriously breach this behaviour policy.

### Student with Persistent Behavioural Concerns Procedures:

Form Teacher	RP meeting with Student – Barriers to Learning Log in SIMS - Contact Parents – Parental Meeting Stage 1 Report
HOY	RP meeting with student Log on SIMS - Contact Parents – Parental Meeting PSP and Stage 2 Report
Assistant Headteacher	RP meeting with Student Log on SIMS - Contact Parents – Parental Meeting Review PSP –liaise with behaviour support and or SENCO Pastoral Support Plan/SSC/NT Stage 3 Report
Deputy Head	RP meeting with Student Review all interventions put into place to date and investigate Further interventions or alternatives Log on SIMS - Contact Parents –Meet with parents to discuss seriousness of situation – discuss possibility of New Protocol Behaviour Panel Meeting arranged

Stage 4 Report

Head of School

Log on SIMS - Contact Parents –Meet with parents

Head of school & Executive Head Behaviour Panel

Continue to monitor Stage 4 Report

No improvement:

Permanent Move/Permanent Exclusion depending on individual circumstances

## **7. Additional Information**

### **Positive Handling Strategies:**

Under Government guidelines all members of staff have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. It is no longer acceptable for schools to have a 'no contact policy'. At St. Francis of Assisi we have worked hard to place support structures in place to help create a calm, orderly and supportive climate. As a result instances of physical restraint are very rare.

### **Powers to Search:**

Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a 'prohibited item'. (DFE Searching, screening and confiscation, February 2014)

### **Confiscation:**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Water may be consumed in lessons with the permission of the class teacher. Any other drinks other than those sold in the dining hall at break or lunch time will be confiscated. Any other prohibited item found shall be confiscated and not returned.

### **Mobile Phones:**

Mobile phones should not be visible anywhere on school property. If seen they will be confiscated and locked in Student Services. Parents/carers can collect the mobile from school at the end of the day from the main office. The main office closes at 4pm.

### **Bullying:**

Bullying because of race, sex, religion, accents, disability or any other feature, is not acceptable in the Academy and will always be challenged immediately. Incidents will be reported so that patterns of behaviour can be detected, dealt with in accordance with the Anti-Bullying Policy and parents/carers will be informed.

## **8. Associated Resources and Legislative Links**

### **Associated Resources:**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Legislative Links:**

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012