



THE
ADEYFIELD ACADEMY

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Behaviour for Learning Policy

Date: September 2020
Review Date: September 2022
Co-ordinator: Mr B Dumpleton

Signed by..... Dawn Mason (Principal)

Signed by..... Kim Bristow (Chair of Governors)

1. Purpose

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment and discrimination
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures

2. Implementation

The Governing Body with the Principal will, in consultation with staff, establish the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Principal.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They will also ensure that they fully adhere in promoting British Values within school. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality-learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. The procedures arising from this policy will be developed by the Principal in consultation with the staff. The procedures will make clear to the

students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

2.1 Rewards to support positive behaviour choices.

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

2.2 Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

3. What are we rewarding

All staff should participate in awarding achievement marks for students. Staff should be rewarding students for their effort, improvement, outstanding work and following The Adeyfield Academy's Values. Furthermore, students should be rewarded for outstanding attendance, punctuality and positively representing the school.

4. How can students be rewarded

4.1 Recognition Boards

Each faculty area has a 'hall of fame' to promote positive behaviour. The 'hall of fame' recognises outstanding work, effort, contribution, or for promoting The Adeyfield Academy's values in that faculty. Student's names are rotated on the 'hall of fame' every half term.

Every classroom has a 'wall of fame' to continue to recognise being a five star student.

4.2 Positive points

Students are able to gain achievement points which are immediate. For every achievement point they will also gain a house point which goes into the total for their house total.

Category	Description	Point
Golden Star	<p>Golden stars are worth 5 achievement points and are awarded by members of teaching staff during lessons.</p> <p>A golden star is typically awarded for a student who has gone 'above and beyond' during their lesson.</p> <p>Per lesson, each member of staff is required to award a student with a golden star. The top 10 students awarded with the highest number of golden stars across the academy will be recognised in their weekly powerpoint during tutor time.</p> <p>Each half term, the student who achieves the most golden stars in their year group will win a prize of a voucher in their assembly.</p>	5
Achievement Point	<p>Achievement points can be given by all staff members for a variety of reasons. Achievement points will be given during lessons for outstanding effort, and five star work and contribution, or embracing The Adeyfield Academy values:</p> <ul style="list-style-type: none"> ▪ Ambition ▪ Compassion ▪ Dignity ▪ Respect ▪ Courage 	1
Values: Ambition, Compassion, Courage, Dignity and Respect	<p>Each member of staff (teaching and non-teaching) gets one 'Positive Note' postcard each week to give personally to one deserving student who has displayed a value.</p> <p>The idea is that students feel proud of this recognition and take it home to share with their parents/carers.</p> <p>At the bottom of the postcard it says 'a reward at home would be well deserved', encouraging praise from all angles. Parents/carers shouldn't feel the need to offer materialistic rewards but perhaps a movie night or allowing them to choose their favourite dinner would be appreciated.</p>	1

HOY, HOF, Post 16	These positive points are awarded to students who go above and beyond which is recognised by their head of year or head of faculty.	5
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4.3 Achievement points

Principal's Award	Number of achievement points	Reward
Platinum	1000	The student receives a badge and letter home from the principal.
Sapphire	900	
Diamond	750	
Emerald	600	
Gold	450	
Silver	300	
Bronze	150	

4.4 Good News Friday!

This is an opportunity for students to be nominated by their HOYs based on a different focus each week. KS3 students are invited to have hot chocolate and breakfast with the Principal during registration on a Friday. KS4 students will have the opportunity to receive a pass that entitles them to skip the lunch queue.

4.5 Celebration Assemblies

Each year group will have a celebration assembly to conclude each term. Celebration assemblies will be used to highlight significant levels of improvement and achievement by individual students.

4.6 Annual Awards Evening

The Annual Awards Evening (the Annual Adeyfield Academy Awards) is held at the beginning of the year to celebrate student successes in both curriculum and community work. Each faculty will be expected to purchase a prize for the student in that year who has shown the most improvement.

4.7 Attendance

Attendance certificates will be awarded to students with outstanding attendance every term. Students will be awarded a further certificate if they have 'green attendance' (97% and above).

4.8 Rewards Trips

House Rewards Trip:

All house competitions will finish at the end of June. The winning House will get a trip to somewhere they like. Students will be consulted on this.

5. Sanctions

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

6. Communication

The Adeyfield Academy ensures that parents/carers, students, staff, including new students and new staff are fully informed of the behaviour policy by communicating it through the following:

- Home school agreement
- New parents' handbook
- School prospectus
- School website
- School assemblies
- Classroom notice boards
- Newsletter and school comms
- Plasma Screen and Intranet - staff only

The Adeyfield Academy seeks to ensure that all staff and students are consulted regularly about the policy and procedures through staff meetings, school forum and parent forum and associations.

The Adeyfield Academy communicates the behaviour for learning policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training and induction programmes.

7. Acceptable/unacceptable behaviour

The Adeyfield Academy believes strongly that acceptable behaviour is one which promotes a learning ethos. It also believes courtesy, co-operation, consideration and care for the learning environment from all students in terms of their relationship with other students within and outside the school, teaching staff and visitors is important in helping to create this ethos. Our behaviour ethos is underpinned by our school values of courage, respect, dignity, pride and ambition. The Adeyfield Academy identifies examples of acceptable behaviour as that which includes:

- Arrive on time to all lessons
- Be polite and considerate
- Do not talk during teacher explanations
- Do not shout out in lessons, but raise your hand for support
- Follow instructions at all times
- Attempt and complete all work set
- Be confident and try your best at all times
- Remain on task and be determined
- Ensure you have correct uniform
- Ensure that you have a school bag and pencil case
- Take pride in how your work is presented
- Prevent bullying

Examples of unacceptable behaviour include:

- Disruption to learning
- Defiance
- Failing to wear school uniform correctly
- Name calling
- Verbal abuse
- Threatening language or behaviour
- Intimidation,
- Physical abuse
- Bullying and harassment, including cyber bullying
- Misuse of social networking and social media sites
- Discrimination, including racist, sexist, homophobic and transgender abuse
- Abuse related to disability, gender, sexuality, race or religion
- Damage to the fabric of the building or environment through vandalism or graffiti
- Radicalisation and extremism

To manage classroom behaviour, the teacher will use the following process:

- **Verbal reminder** - positive behaviour management will be reinforced, the student will be given time to reflect and modify behaviour
- **Verbal warning** - positive behaviour management used again, however it will explained to the student that if the negative behaviour continues, then they may be removed, the student will be given time to reflect and modify behaviour.
- **Silent Study Room** - the student has been removed from the lesson despite being warned, as their negative behaviour has been persistent and ongoing

Any student may instantly be removed to the silent study room if they leave a lesson without permission, or exhibit serious/dangerous behaviour. All students taken to the silent study room will be expected to work in complete silence until 4pm. Teachers will come and collect a student for a restorative conversation at the end of the normal school day.

8. Cyber bullying

The use of electronic devices/technology has significantly increased within contemporary society, specifically for young people. This has had a direct impact upon the number of cases relating to cyber bullying. Cyber bullying is the use of electronic communication to bully a person. In students, it typically involves sending threatening videos, text messages or voice notes.

At The Adeyfield Academy, we take cyber bullying, or any form of bullying very seriously and understand the negative and long lasting effects it can have on young people. How we manage any incidents of bullying and potential sanctions are outlined in the school's Anti-Bullying Policy.

9. Cycling to and from school

All students are supported to use a variety of means to travel to and from school. The majority of students walk, some are dropped off by car and others cycle. We ask that any parents who drive their children to school ensure that they do not obstruct or block school entrances/exits when dropping off their children. All parents must ensure that they abide by the Highway Code and do not park on the pavement or zig zag markings.

All parents of students who cycle to school have a duty of care to ensure that they are safe travelling to and from school. As such the school expectation is that all students must wear a helmet when riding to or from school. Failure to abide by these rules may result in students not being allowed to ride their bikes to school.

10. Mobile phones

School expectations relating to acceptable use of mobile phones is outlined within the Mobile Phone Policy.

11. Malicious Allegations made against staff

Any allegations maliciously made against any member of staff at The Adeyfield Academy is taken extremely seriously. Malicious allegations made against a member of staff could result in permanent exclusion.

12. Misuse of school ICT systems

All students have agreed to an acceptable ICT user agreement as signed within the school planner. Any student who fails to adhere to these terms is subject to the sanctions set out in this policy.

13. Possession of illegal drugs or a dangerous weapon

The school prohibits students from entering the school site with any form of illegal drug or weapon. Any student found to be in possession of an illegal drug or weapon, or to have used an illegal drug may be permanently excluded.

14. Procedures

The Adeyfield Academy also uses a wide variety of support for students who struggle to meet the required expectations and/or fail to sign up to The Adeyfield Academy ethos. The Adeyfield Academy will also use a variety of sanctions against students who regularly fail to meet those expectations and in turn become at risk of a fixed-term exclusion. Measures include:

- Learner support
- Mentoring
- Individual Education Plans
- AIMS meetings
- Pastoral Support Plans
- Outreach support
- Referral to DESC (Dacorum Education Support Centre)
 - Rapid Response
 - At risk programme
 - Phoenix/Opening Minds programme and Life course
 - Personalised learning programmes
- School Counsellor
- YC Herts
- Educational Psychologist
- Connexions Interviews
- Curriculum resources at college
- Modification of curriculum and alternative curriculum
- Behaviour Reviews
- School Reporting System (electronic reporting system on Sims)
- Learning Sanctuary Room/Inclusion Room
- Faculty Reports
- Silent Study Room
- Family support workers
- Pastoral support
- Time out cards
- Meet with parents/carers
- Governor Support and Discipline panels
- Anger management
- Positive learning report
- Detentions
 - Break
 - Lunchtime
 - Faculty
 - Whole School
 - SLT (Friday two hours)
- Truancy Report
- Trip Ban

- Confiscation of property including jewellery and mobile phones
- Involve the police and PCSO
- Youth crime reduction officer
- Behaviour contracts on re-admission
- Governors Warning Panel
- Managed Move
- Modified/reduced timetable
- Fixed Term Exclusions

This list is not exhaustive and The Adeyfield Academy and the Leadership team also reserve the right to implement any strategies they consider appropriate to support the student.

As a last resort or when an incident is so serious, then the school will use a permanent exclusion.

15. Silent Study Room

The silent study room will provide an additional level of support for behaviour management and pastoral welfare. The silent study room will be fully supervised from 9am-4pm by Heads of Year and The Senior Leadership Team. Any student who has been removed from a lesson will be taken by the member of staff 'on-call' to the silent study room where they will be expected to work quietly until the end of the day, once a student has been removed from a lesson, they will not go back into lessons until the following day. Any student who is removed to silent study will follow the modified silent study timetable, which includes different breaks and lunches to the rest of the school. Each student will be expected to complete a letter of apology, reflection sheet and a restorative conversation. Any student unable to comply with the rules within silent study may be removed by SLT. The school will then apply its behaviour escalation process (see appendix).

16. Interventions

The Adeyfield Academy develops measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. This is a basis on which any behaviour improvement intervention is made.

The school provides appropriate training for all staff in order to promote positive and consistent behaviour standards. This includes training for new staff as part of the induction process.

The behaviour and conduct of students will be a regular focus at year team and faculty meetings. Teams will monitor how they respond to student issues through the behaviour reports to help achieve consistency of practice in dealing with poor behaviour and promoting good behaviour.

Parents and carers will be contacted promptly by the school on the same day or within 48 hours to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

17. Investigating student incidents

The Adeyfield Academy investigates and takes written statements from students and witnesses on reported incidents of student misbehaviour. Wherever possible the school will follow those guidelines

laid down by the local authority as laid out in “Guidelines for school disciplinary investigations and interviewing of pupils “A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the school. Where an investigation finds there is no case to be heard, the report will be held in the student file.

18. Training

The Adeyfield Academy has a comprehensive behaviour management-training programme, which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school. Where behaviour management is an issue and problems are identified appropriate support will be given. This is undertaken as follows:

- Staff inset
- Staff induction
- Mentoring
- Modelling – best practice
- Lesson observation / peer observation

19. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

20. Monitoring and Evaluating

The Behaviour for Learning policy will be reviewed by the Assistant Principal responsible for Culture for Learning and Pastoral Wellbeing and governing body every two years. At each review, the policy will be approved by the Principal.

As per DFE guidance (*Behaviour and discipline in schools - advice for Headteachers and school staff*) the school will annually take steps to publicise the behaviour for learning policy. The school will do this by sharing the policy with staff, students and parents. Staff will undertake training to ensure that they are aware of expectations to ensure consistency. Year group assemblies will be undertaken to ensure that all students are aware of what is deemed as acceptable behaviour and through the school website, the behaviour for learning policy will be shared for parents to view.

21. Links with other policies

This rewards and sanctions policy is linked to the following policies:

- Exclusions policy
- Child Protection & Safeguarding policy
- Anti-Bullying policy
- Mobile phone policy

Addendum

Face coverings

All students at The Adeyfield Academy are expected to wear face masks when moving around the academy and in communal areas. The expectation is that all students will appropriately wear their masks at the identified times and use them solely for the purpose for which they are intended. Any student who fails to adhere to this and compromises the health and safety of others will be in breach of the school rules. Any student who breaches school rules will have the relevant sanctions applied to them as shown within the appendix below. Students who consistently and purposefully breach school rules relating to face coverings will be sent home or subject to a fixed term exclusion to ensure the health and safety of both staff and students is not compromised.

Trips

Due to the current restrictions imposed by Covid-19, the school will not undertake any trips or visits unless deemed necessary or essential. The school will continue to follow government guidance and limit the use of public transport and mass gatherings. For any activity that is deemed necessary or essential, the school expectation is that students conduct themselves accordingly and in line with the school values and ethos. Any student(s) who fails to comply with school rules will be subject to the sanctions as laid out within this policy.

Appendix 1

REWARDS AND SANCTIONS POLICY



CLASSROOM /CULTURE REWARDS	
GOLDEN TICKET (one per lesson) Logged onto Class Charts Recognised every half-term in Assembly	Outstanding <ul style="list-style-type: none"> Effort Classwork Home learning Contribution
CULTURE REWARDS HOUSE POINTS/ACHIEVEMENT POINTS Logged onto Class Charts Recognised weekly in Assembly 'Catch them in the act' postcards in HoY Assembly Principal's Award / Good News Friday /HOY/HOF	Being <ul style="list-style-type: none"> Ambitious Respectful Courageous Compassionate Dignified
CLASSROOM REWARDS HOUSE POINTS/ACHIEVEMENT POINTS Logged onto Class Charts Recognised weekly in Assembly 'Wall of Fame' Recognition board in every classroom	Excellent <ul style="list-style-type: none"> Effort Classwork Home learning Contribution
ADDITIONAL REWARDS AND RECOGNITION	
CONTACT HOME Phone calls, postcards, letters, emails, APA	Excellent <ul style="list-style-type: none"> Attendance Effort Achievement Contribution / competitions
CELEBRATION EVENTS/TRIPS Sports Awards / Prize Giving Evening/Attendance Trips/ House Point Reward Trips	<ul style="list-style-type: none"> Achievement and Contribution House points Attendance



CLASSROOM SANCTIONS	
1 VERBAL REMINDER of expected positive behaviour Positive behaviour management reinforced Move seats if necessary Give time for student to reflect and change behaviour.	Initial <ul style="list-style-type: none"> Low level disruption Lack of respect/rudeness Refusal to follow instructions
2 VERBAL WARNING of repeated negative behaviour Move seats if necessary Give time for student to reflect and change behaviour Positive behaviour expectations next step explicit.	Repeated <ul style="list-style-type: none"> Low level disruption Lack of respect/rudeness Refusal to follow instructions
3 SILENT STUDY (REMOVAL FROM LESSON) Working in silent study until 4pm Behaviour reflection (Led by HoYs) Teacher to: <ul style="list-style-type: none"> Log onto Class Charts; Make phone call home before 3pm ; Visit Silent Study for restorative conversation. 	Persistent <ul style="list-style-type: none"> Low level disruption Lack of respect/rudeness Refusal to follow instructions Initial <ul style="list-style-type: none"> Leaves lesson without permission Dangerous behaviour Serious Incident / Vandalism



THE ADEYFIELD ACADEMY



SANCTION ESCALATION PROCESS

CENTRALISED DETENTIONS	
30 MINUTES after school weekdays Daily equipment/uniform checks by Form Tutor (leaving teacher log onto Class Charts and call home)	Lack of <ul style="list-style-type: none"> Equipment Kit /ingredients Uniform compliance
45 MINUTES after school weekdays Non-classroom based behaviour sanction (leaving teacher log onto Class Charts and call home)	Non-Classroom based <ul style="list-style-type: none"> Poor behaviour Lack of respect Mobile phone use Serious incident (HoF/SLT/HoY only)
120 MINUTES After school Friday SLT Friday Detention (HoY log onto Class Charts and call home)	<ul style="list-style-type: none"> 2 on calls in one week Refusal to attend silent study (additional to one-day internal) Serious incident (HoF/SLT/HoY only) Failed 45 min detention

REPORT ESCALATION	
TUTOR REPORT Daily equipment/uniform checks by Form Tutor Tutor to call home	Repeated Lack of <ul style="list-style-type: none"> Equipment Kit /ingredients Uniform compliance Attendance/lateness
HOF REPORT Determined weekly based on MMU analysis HoF to call home	Repeated <ul style="list-style-type: none"> Poor behaviour in one faculty only
HOY REPORT Determined weekly based on HoY analysis HoY to call home	Repeated <ul style="list-style-type: none"> Poor behaviour in more than one Faculty Escalation <ul style="list-style-type: none"> Failed Tutor Report
SLT REPORT Determined weekly based on MMU analysis	Escalation <ul style="list-style-type: none"> Failed HoF/HoY Report Serious Incident (SLT only)



EXCLUSION ESCALATION	
INTERNAL EXCLUSION Escalation <ul style="list-style-type: none"> Refusal to attend silent study/ SLT Detention on Friday Multiple on calls in multiple faculties Failed SLT reports Serious Incident (SLT /HoY only) Determined by weekly analysis (MMU with HoY)	EXTERNAL EXCLUSION Escalation <ul style="list-style-type: none"> Multiple Failed Internal Exclusions Serious Incident (SLT only) Determined by MMU/DMN
GWP/FAP Escalation <ul style="list-style-type: none"> Failed HoY/HoY Report Serious Incident (SLT only) Determined by MMU/DMN	