



Part of Washwood Heath Multi Academy Trust

Head of Academy: Mr C Etheridge

CEO: Mrs B Mabey

Behaviour Policy

Adopted by Governors: Nov 2015

Date of next review: July 2018

Behaviour Policy

Ethos

At Tile Cross Academy we want pupils to grow and develop academically, socially and personally so that they leave us able to proceed into adulthood as confident, qualified people with a strong sense of self-discipline, proper regard for authority and able to establish and maintain positive relationship with others from all walks of life.

We want all of our students to go on to lead happy, healthy and successful lives, with a career and continuing drive to be the best that they can be and to always make a positive contribution to their community.

Good behaviour and discipline are key foundations of successful education at Tile Cross Academy. Without an orderly atmosphere, effective teaching and learning cannot take place. We believe that this can be achieved by reinforcing positive behaviour rather than highlighting negative behaviour. We aim to ensure that every student reaches his learning potential in a healthy safe environment through an enjoyable, stimulating and challenging curriculum which responds to individual needs.

Tile Cross Academy operates a whole academy approach to behaviour. This aims to:

- Promote and improve academic achievement
- Promote consistent, positive behaviour
- Minimise disruption in the classroom
- Reduce and manage bullying
- Promote leadership and develop a self-regulating community

Poor behaviour of pupils can be changed through the concerted actions of all pupils, staff and parents involved within the academy. Prevention of unacceptable behaviour is far better than merely seeking a cure. We have a proactive approach and intervene to reduce the occurrence of poor behaviour rather than being reactive to it.

The academy recognises its legal duties under the Equality Act 2010. Acceptable behaviour will be taught as appropriate for pupils' age and level of understanding and SEND need. Positive behaviour will be noticed, acknowledged and rewarded. Pupils' efforts and achievements will be recognised via various reward systems and celebrations.

Parents / carers

Pupils are more secure and successful when the adults who support them work together with a common purpose. Tile Cross Academy should:

- Have regular contact with families
- Inform parents / carers about the positive behaviour of the pupils but also to keep them informed with regard to poor behaviour
- Welcome parents on to the premises and provide opportunities to come to the academy for a variety of formal and informal meetings and activities
- Give respect at all times when working with parents / carers

Our Students should expect:

- To enjoy learning
- To find mutual respect, tolerance and trust amongst all members of the academy community
- To have interesting and challenging lessons
- To gain the best qualifications
- To be prepared to become successful independent learners able to integrate effectively into society and develop as responsible citizens, confident throughout their lives in their ability to learn.

All of this is recognised through the academy's reward system.

The academy has common systems in place which will ensure that full and accurate records are maintained of:

- All incidents relating to behaviour problems
- Exclusions from the academy
- Incidents requiring the use of positive handling strategies
- Racist incidents
- Bullying and discriminatory behaviour of any kind
- Complaints
- Attendance

Malicious Accusations against academy staff

The academy uses the LA's procedures (see Safeguarding Policy) regarding any allegation made about a member of staff. Tile Cross Academy will take appropriate disciplinary procedures as directed by the head

The academy's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against academy staff.

Rewards

The academy aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward. Effort or achievement will be rewarded through the academy's reward system.

- The reward system is based around the award and collection of Points . Points have a 'value' and can be 'spent' to attain items or experiences from Student Services. We also have a VIP award for a pupil who has shown outstanding behaviour and progress in a lesson.
- All pupils are encouraged to value and take pride in their work and individual achievements and to respect and value the achievement of others.
- Subject Stamps and a VIP stamp (one per lesson) will be awarded to pupils in every lesson for good work and effort in curriculum areas. Community Badges and VIVO points are awarded to pupils who support and positively contribute to the academy's community
- These will be recorded centrally and celebrated in assemblies and on displays boards around the academy.
- Students can gain badges and certificates when they achieve VIP stamps and behaviour points milestones. Badges and Certificates will be presented at Academy Assemblies. Pupils are awarded 5 vivo's for every full week of attendance.

- Reward trips can be accessed by pupils who meet set criteria based on their behaviour point score, attendance and numbers of I points.
- The Annual Presentation Evening will further reward the highest achievers and best effort in each subject at KS3 and KS4.
- The academy will seek to give pupils meaningful positions of responsibility wherever possible, e.g. pupil librarians, tutor group responsibilities, academy council, Prefects etc.

Creating the right conditions for learning – pupils should;

- Arrive to the academy and lessons on time, correctly dressed, fully equipped (pen, pencil and ruler) and with your planner.
- Enter the classroom quietly, take out all equipment needed including their planner and begin bell work
- At all times listen, without talking, to the teacher and other pupils who are contributing to the lesson.
- Follow all instructions from staff the first time.
- Stay in the teacher's seating plan unless instructed otherwise.
- Leave the room clean and tidy.

General conduct

- No outdoor clothing to be worn inside the building
- Eating and drinking of items purchased from the dining hall may only take place in the dining room
- No chewing gum allowed in the academy
- Pupils must have permission to be out of class. They must have the relevant page of their planner signed.
- Pupils should move around sensibly, keeping to the right on the stairs.
- Mobile Phones and MP3 players should not be seen or used
- If they used without permission they will be confiscated and sent to the Student Support. If the phone has been confiscated once, students may collect it from Student Support at the end of the day. If a phone has been confiscated more than once then a parent or carer must collect it from the academy
- If pupils show defiance when requested to hand over a phone or MP3 player the pupil will face further sanctions.

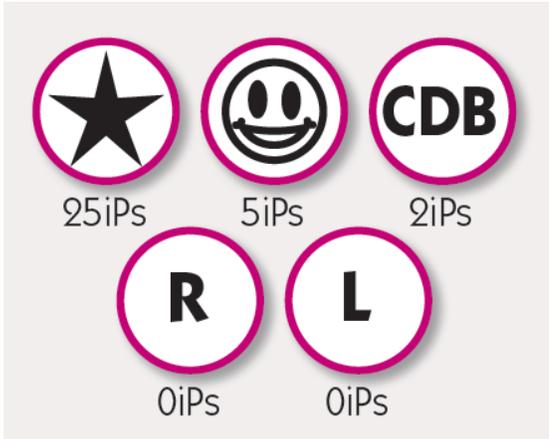
Staff are expected to support each other and set an example by consistently applying academy policy and adhering to the Staff Expectations (*Appendix 1*).

We expect the very best behaviour from students. Students will be asked to ensure their behaviour is appropriate. If they do not respond to this request they may receive a **CDB stamp**

If, after receiving a CDB stamp a student's behaviour continues to be poor in lessons they may be spoken to by the senior member of staff on duty

In very serious circumstances a **Removal from lesson** may be issued. This would indicate behaviour that is totally unacceptable. At this point the student will be removed from the lesson and would spend the remaining lesson time in isolation and have reconciliation meeting with the member of staff and complete an a 1 hour detention

All the stamps are worth iP's which are exchanged for Vivo's. Students are then allowed to shop on line or use their Vivo's to access facilities in the academy. All Vivo points are entered on to the pupil's personal Vivo account



The Pastoral team monitor aspects of the iP's that student's get and work with students and their parents to reduce incidents of poor behaviour.

Detentions

1 removal lesson in a day results in a 1 hour detention

More than two removals in a day results in a day in isolation

1 CDB in a day results in the pupils being detained for 15 minutes by their form tutor

2CDB's in a day will result in an hour detention the next day

Lates

Late to lesson 1&2 results in a 15mins detention at break time

Late to lessons 2&4 results in a 15 mins detention at lunch time

A pattern of lates to lesson 1(am registration) results in students being placed on the Support Ladder for Attendance

Rewards

Most pupils do not get CBD stamps, removal stamps or late marks. Students who maintain an outstanding record of attendance, behaviour and effort are praised and rewarded.

At the end of term students with an outstanding accumulation of iP's will get the chance to go on trips. At the end of the academic year pupils who have maintained an outstanding record of attendance, behaviour and effort are entered into the prize draw.

Steps on Ladder	Attendance	Stamps	VIP
1	Weekly 100% 1 week = 5 VIVO 2 = 10 VIVO 3 = 15 VIVO 4 = 20 VIVO 5 = 25 VIVO 6 = 30 VIVO	25 iP's every day in the week 1 week = 5 VIVO 2 = 10 VIVO 3 = 15 VIVO 4 = 20 VIVO 5 = 25 VIVO 6 = 30 VIVO	10 Stamps = Bronze Certificate
2	End of ½ term assembly celebration with Pastoral Manager presenting a White certificate and letter home.	End of ½ term assembly celebration with Pastoral Manager presenting a White certificate and letter home.	20 Stamps = Silver Certificate
3	Week 7 = 35 VIVO 8 = 40 VIVO 9 = 45 VIVO 10 = 50 VIVO 11 = 55 VIVO 12 = 60 VIVO	Week 7 = 35 VIVO 8 = 40 VIVO 9 = 45 VIVO 10 = 50 VIVO 11 = 55 VIVO 12 = 60 VIVO	30 Stamps = Gold Certificate
4	End of 1 st term assembly celebration with HOSP presenting a Bronze certificate and Star Badge and letter home.	End of 1 st term assembly celebration with HOSP presenting a Bronze certificate and Bar Badge and letter home.	40 Stamps = Red Badge
5	Week 13 = 65 VIVO 14 = 70 VIVO 15 = 75 VIVO 16 = 80 VIVO 17 = 85 VIVO 18 = 90 VIVO	Week 13 = 65 VIVO 14 = 70 VIVO 15 = 75 VIVO 16 = 80 VIVO 17 = 85 VIVO 18 = 90 VIVO	50 Stamps = Blue Badge
6	End of ½ term assembly celebration with Assistant Heads of Academy presenting a Silver certificate and Star Badge and letter home.	End of ½ term assembly celebration with Assistant Heads of Academy presenting a Silver certificate and Bar Badge and letter home.	60 Stamps = Yellow Badge
7	Week 19 = 95 VIVO	Week 19 = 95 VIVO	70 Stamps = Bronze Badge

	20 = 100 VIVO 21 = 105 VIVO 22 = 110 VIVO 23 = 115 VIVO 24 = 120 VIVO	20 = 100 VIVO 21 = 105 VIVO 22 = 110 VIVO 23 = 115 VIVO 24 = 120 VIVO	
8	End of 2 nd term assembly celebration with Deputy Heads of Academy presenting a Gold certificate and Star Badge and letter home.	End of 2 nd term assembly celebration with Deputy Heads of Academy presenting a Gold certificate and Bar Badge and letter home.	80 Stamps = Silver Badge
9	Week 25 = 125 VIVO 26 = 130 VIVO 27 = 135 VIVO 28 = 140 VIVO 29 = 145 VIVO 30 = 150 VIVO	Week 25 = 125 VIVO 26 = 130 VIVO 27 = 135 VIVO 28 = 140 VIVO 29 = 145 VIVO 30 = 150 VIVO	90 Stamps = Gold Badge
10	Free Trip	Free Trip	95 Stamps = Free Trip
11	Week 31 = 155 VIVO 32 = 160 VIVO 33 = 165 VIVO 34 = 170 VIVO 35 = 175 VIVO 36 = 180 VIVO 37 = 185 VIVO 38 = 200 VIVO End of 3 rd term assembly celebration with the Head of Academy presenting a Platinum certificate and Star Badge and letter home.	Week 31 = 155 VIVO 32 = 160 VIVO 33 = 165 VIVO 34 = 170 VIVO 35 = 175 VIVO 36 = 180 VIVO 37 = 185 VIVO 38 = 200 VIVO End of 3 rd term assembly celebration with the Head of Academy presenting a Platinum certificate and Platinum Badge and letter home.	100 Stamps = End of 3 rd term assembly celebration with the Head of Academy presenting a Platinum certificate and Platinum Badge and letter home.
Entry	Into	Prize	Draw

Support Report System

The academy operates a system of 5 levels of pastoral reports:

Trigger	Action	Step	Lead member of staff	Outcome
Concerns highlighted by patterns in data which may include referrals, Positive Behaviour scores, attendance and/or punctuality.	Contact with parents. A report card for three weeks. The report will be seen daily by the Pastoral Manger	One	Pastoral Manager	Off report 1 or another report. If no success the pupil moves on to the next step
Step one intervention has been completed and no improvement has been seen.	Parental phone call (A report card for two weeks. The report will be seen daily by the Associate Pastoral Leader	Two	Associate Pastoral Leader (APL)	Off report 1 or another report. If no success the pupil moves on to the next step
Step two intervention has been completed and no improvement has been seen, there are concerns in more than one subject area	Parental phone call (A report card for two weeks. The report will be seen daily by the Associate Pastoral Leader Other support offered	Three	Assistant Head of Academy Pastoral	Off report 1 or another report. If no success the pupil moves on to the next step
Step three intervention has been completed and no improvement has been seen	Parental phone call and meeting (A report card for two weeks.) The report will be seen daily by the Deputy Head of Academy	Four	Deputy Head of Academy	Off report 1 or another report. If no success the pupil moves on to the next step

Step four intervention has been completed and no improvement has been seen.	Parental meeting. Regular parental contact by phone and regular dialogue with student to support improvements and overcome causes of concerns. A report card for one week. The report will be seen daily by the Head of Academy	Five	Head of Academy	If the relevant data does not improve, the consequence ladder will Continue and the student may be brought before the governing body or either be recommended for referral to sharing panel.
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On Call System

The academy operates a support system where staff may call for the assistance of a Pastoral Manager or the SLT. This helps to diffuse the situation allowing a child to remain in lessons but if they continue to fail to meet the class expectations the child will be removed from the classroom and placed in isolation for the remainder of the lesson.

Isolation Room

When appropriate the sanctions have been exhausted, or for some serious incidents, a pupil may be placed in the isolation room by the appropriate Pastoral Manager, Associate Pastoral Leaders or senior member of staff. Whenever possible parents will be informed beforehand and where appropriate the pupil will be monitored on return to lessons through the Support Ladder.

Exclusion

In extreme cases, when all other sanctions have failed, a child may be excluded from the academy for a period of time. If the decision is taken to permanently exclude a pupil it is seen as the final step in the process of dealing with disciplinary offences. The academy will have used a wide range of strategies and these will have ultimately failed, including the use of an Individual Support plan. When dealing with all exclusions, either fixed term or permanent, the Governing Body adheres to the DfE advice on exclusions. In the most exceptional circumstances the Head of Academy may decide to permanently exclude a pupil without recourse to these strategies. We recognise that all children are different and have different needs. With this in mind we acknowledge that from time to time it may be necessary to tailor interventions and sanctions to pupils needs.

Anti-Bullying Policy

In line with the academy ethos, we continually strive to maintain a happy, safe and secure environment in which pupils can study in peace, meet the challenges in front of them and work co-operatively with each other.

Appendix - Staff expectations

Academic Mentor Time

- Set the correct tone – family ethos around achievement.
- Arrive promptly
- Ensure uniform is correctly worn
- Ensure productive activity in tutor period in line with PSHE programme of study

Assembly

- Meet your tutor group in allocated place and wait to be called into assembly quietly and in an orderly fashion
- Once in assembly ensure pupils sit silently and listen

Lesson Changeovers

- Stand by classroom door – meet and greet
- Ensure sensible movement along corridors

In Lessons

All staff should use the standard operating procedures in lessons:

- Meet and greet
- Uniform check on entry – shirts in, ties done up, shoes on
- Seating plan
- Immediate activity to engage pupils
- Homework diaries out and homework and I points recorded
- Use the positive discipline for learning system
- Use the I points and rewards system to motivate pupils
- Check the room for damage/graffiti
- Dismiss in an orderly manner, checking uniform as pupils leave
- Have high expectations of behaviour and work – do not tolerate anything less
- Ensure uniform is worn correctly at all times
- Do not allow pupils to eat, drink or chew