



Co-op Academy  
Leeds

**Behaviour, Rewards and Sanctions Policy  
September 2018**

# Behaviour, Rewards and Sanctions

## Introduction

### Be on time – Be respectful – Be active – Be safe

The Co-operative Academy of Leeds seeks to create an environment which encourages, reinforces and supports positive behaviour. It is also recognised that wider society expects acceptable behaviour as an important outcome of the education process. As such students should promote and display positive, appropriate behaviour and become role models for their peers. Both inside and outside the Academy we expect our students to act as ambassadors for our standards of excellence. The Academy Behaviour Policy will reflect national guidance.

Academy staff and students will maintain the highest standards of behaviour at all times. The Co-operative Academy of Leeds is a learning community which is committed to ensure success for all. This means that in all work with young people we will aim to ensure that they:

- **Achieve their potential and enjoy their learning**
- **Achieve economic well being**
- **Stay healthy and safe**
- **Make a positive contribution to their Academy, the community and the wider world**
- **Learn to take responsibility for themselves and their learning and respect the right of others to do the same**

At the Co-operative Academy of Leeds, we recognise that positive relationships are key to successful achievement and positive behaviour. In our diverse student population, we accept that it is vital to support students not only with their learning needs but also with their social and emotional development.

To promote positive behaviour, the Academy has set out a range of goals and expectations, which reflects our shared co-operative values and principles. We aim to offer structure that will encourage the students' personal, social and moral ethos to develop in a positive way and will promote standards of behaviour based on the basic principles of **honesty, respect, consideration and responsibility for self and others**.

Co-op Academy Leeds aims to promote 6 key values, as follows:

<b>Self-help</b>	Students working together to make a positive difference
<b>Self-Responsibility</b>	Students taking responsibility for their own learning
<b>Democracy</b>	Students taking an active part in their school and involved in making decisions
<b>Equality</b>	Students being treated fairly, with due regard to their needs
<b>Equity</b>	Students being rewarded fairly
<b>Solidarity</b>	Students understanding that collective, co-operative action is the best way to succeed

## Ways of Being

The Academy has formally adopted the Ways of Being Co-op, which centre on the four tenets of:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

Central to this philosophy is the notion that behaviour is learnt and that, just as some students find learning difficult, so others need additional support to learn how to behave appropriately in a supportive learning environment.

This is demonstrated by:

- Having a fresh start to each lesson where previous problems are not referred to
- Support for students who do not have the skills to vary their language according to the situation that they are in
- Careful lesson planning which includes a behaviour objective and time at the end of the lesson for the member of staff to discuss behaviour and give rewards
- The student support teams work with students and staff to support reintegration and positive relationships through counselling and restorative justice where required
- There is consistency in response to situations by all staff following the behaviour policy whilst accepting that each incident is dealt with on an individual basis taking into account the circumstances and the needs of the student
- Good and excellent teaching can only take place where the learning environment is conducive to learning, and where students, support staff and teachers feel safe and self-esteem is high
- There are four simple classrooms rules that students are asked to follow. These are clearly displayed in all classrooms and referred to directly by staff as part of the learning process.

The Academy classroom rules are:

1. **RESPECT** - All teachers, support staff and students show respect for one another at all times. This includes when in the presence of the individual or when speaking about them when not present.

*No one should make hurtful comments, name call or swear at any one. This applies to speech, written comments or use of mobiles, texting, internet or by any other means. It means directly to that person or about that person.*

2. **BEHAVIOUR** - Behaviour in the classroom should enable learning to take place all the time.

*Lessons should not be interrupted by chatting, shouting out, interfering with other people and their belongings, moving about for reasons not associated with the lesson or engaging in activities which are not associated with the lesson. For this reason, we ask students not to have mobile phones turned on in the lesson or have any other distracting belongings.*

**Aggressive or verbal abuse to any member of staff will not be tolerated and will result in serious consequences.**

3. **WORK**- Students, support staff and teachers engage in teaching and learning during lesson times. Everyone must try their best and work their hardest.

*Finding work difficult is not an excuse for stopping the work of others. All that any of us can do is try our best and ask for and receive support when it is made available.*

4. **SAFETY** – Students and staff should **always** 'feel safe' in school. No-one should do anything that would physically hurt or put someone at risk of harm. This includes throwing things, making physical contact or threats with each other or any dangerous action.

## Rewards

The Academy has a clear rewards system which encourages students to behave and contribute in a positive way.

We have moved to a system of stamps for all students across all year groups.

We want every student who does the right thing to be rewarded. We also want to recognise the contributions of students who go above and beyond our expectations in the classroom.

Every teacher is issued with a named subject stamp.

At the end of every lesson, every student who has met our basic expectations (“Working Hard and Showing Respect”) will receive ONE stamp from the teacher.

The basic expectations are as follows:

- Punctuality to the lesson
- Fully-equipped with pen, pencil, ruler, etc
- Good behaviour throughout the lesson
- Hard work
- Completing work

In addition, students can be awarded **ONE** additional stamp for:

- Being resilient
- Asking good questions (about the learning)
- Being a student teacher
- Working well with others or independently
- Completing good homework

The maximum number of stamps which can be awarded, therefore, in any one lesson is TWO.

We believe that every student will have the opportunity to be rewarded every lesson if they do the right thing. Many will go above and beyond expectations, and earn an additional stamp.

We will consult widely with students and staff to determine how the stamp can be used as “currency”. We believe it is important for stamps to have relevance and meaning, and to be something students want to collect.

In addition to the whole-school stamps, individual subjects and areas of work will have small rewards budgets which they can use to reward students in alternative ways. All such systems will be verified to ensure they are equitable and available to all students.

There will also be Year Awards, Whole-School Awards and Trust Awards.

We will also continue to write positive feedback in student planners, where a stamp is not appropriate, and contact home via phone, text or letter, to inform parents of our pride in our students.

## Detention for Reflection (DfR)

Students who choose not to follow the Academy rules will be placed in a DfR. Our approach is one of restorative practice and we will endeavour, wherever appropriate, to speak to individual students about their behaviour as soon as possible after the incident leading to the consultation.

There are three types of DfR:

- Daily DfR
- Late DfR
- ALT DfR (weekly on Friday)

## Room for Improvement (Rfi)

For more serious disciplinary breaches, the Academy operates an internal exclusion facility, Room for Improvement. Students can be accommodated in Rfi for a variety of reason, including as an alternative to Fixed-Term Exclusion. Any student placed in Rfi will be required to attend a meeting with a member of the Academy leadership or pastoral team and a parent so that ways forward can be discussed.

## Repeat Offenders

Students who choose to repeat the same offence or illustrate persistent poor behaviour will be referred for support from the student support teams in the following ways;

- Referral to Subject Leader
- Referral to student support core services (SEN/Year team)
- Review and monitoring of behaviour in classes/timetable
- Behaviour plan or contract initiated and behaviour targets set
- Referral to Lead Inclusion meeting for alternative provision
- Identify support strategies to be implemented within a range of provisions
- Refer to other outside agencies who may be involved as and when appropriate

Co-op Academy Leeds believes and accepts that all students are individuals and need personalised approaches, strategies and interventions.

## Fixed Term Exclusion

A Fixed Term Exclusion will only be used in cases where all other school-based strategies have not succeeded or there is a significant health and safety risk. A Fixed Term Exclusion can only be authorised by the Principal, who may delegate this responsibility *in absentia* to a member of the leadership team. The principles of this behaviour policy are rooted in the prevention of Fixed-Term and Permanent Exclusion.

## Permanent Exclusion

Permanent exclusion is a **last resort** when all other strategies or alternatives have been exhausted. A permanent exclusion can only be recommended by the Principal and must be upheld by the Governing Body of the Academy. The Academy follows the Local Authority guidance for Permanent Exclusion and cannot proceed with a recommendation without notifying and involving the Local Authority.

**The Academy aims to use the above in a Restorative Framework. However, we do intend to utilise the full range of sanctions available to us, including fixed term and permanent exclusions, in order to maintain the highest possible standards of behaviour.**

## Roles and responsibilities

### Whole School Behaviour Management

- Behaviour in the classroom is the responsibility of the subject teacher or teacher in charge in the room.
- All staff have a responsibility to reinforce positive behaviour around the school site and in the immediate vicinity of the school grounds. All staff are assigned to a duty team for the management of social times of the day. It is the responsibility of duty staff to address behaviour in the area designated to them on their duty and report concerns to the duty team leader.
- Support for individual teachers is the responsibility of the Subject Leader or SENCO. Leadership team support will be put into place where and when appropriate.
- The Year teams and core student support teams will address individual behaviour needs through the referral system noted for 'repeat offenders'.
- The Leadership team is responsible for leadership and management of overall standards of behaviour.

### Safer Schools Police Officer

This role is proactive not reactive. The Safer Schools Police Officer will liaise with members of staff, students and the community in order to support the aims of the Academy.

### Student behaviour away from the Academy Site

#### Objectives for regulating offsite behaviour

To promote behaviour that ensures the health and safety of students, staff and members of the public.

Our policy on Academy discipline and student behaviour includes high expectations for considerate, respectful and honest behaviour away from the Academy site.

#### Criteria for regulating off-site behaviour

The Academy will act reasonably both in relation to expectations of student behaviour, and in relation to any measures determined for regulating behaviour by students, when off the Academy site and not under the lawful control or charge of an Academy staff member. The Academy will decide what to take into account in determining whether a rule or sanction is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of the behaviour (the school will advise others to or make a report to the police of any criminal offence where appropriate)
- The extent to which the reputation of the Academy has been affected
- The extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff).
- Whether the misbehaviour occurred while the student was representing the school at another venue (e.g. work experience, taking part in a further education course as part of an Academy programme, or participating in a sports event with another Academy or school which might affect the chance of opportunities being offered to other students in the future)

The Academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, local traders, street wardens and police to establish clear communication routes and operational strategies.

## **Monitoring, Evaluation and Review**

The Academy will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

**Initially Adopted**                      December 2015

**Reviewed**                                September 2018

**Review date**                            September 2019