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| albany blue green | Name of School | The Albany |
| Review Date | October 2016 |
| Next Review | October 2017 |
| Name of Reviewer | D Malbon |

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| 1. Rationale This document outlines classroom sanctions, detentions and rewards.
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2. Sanctions Levels- Classroom

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| **Classroom Sanctions** |
| **Level 1- Verbal warning** | **Level 2- Verbal reminder** | **Level 3- Time out** | **Level 4- Student parked.** | **Level 5- On call system used** |
| Name on board.Student is told clearly what they are doing wrong & consequence explained. | Student is moved seats within the classroom- if disruption.Name on board ticked.Student is told clearly what they are doing wrong & consequence explained. | Students are asked to leave the room for 5 mins, spoken to and allowed to return. Consequence explained. | Student removed to another teacher’s room. Work supplied by original teacher.Departments to follow the behaviour support timetable they have in their department/ area.Detention issued by original teacher & Parents informed.  | Called when HoD/ support teacher is unable to deal with incident and requires further support or that the incident has escalated. Behaviour support workers & Hoh to liaise with teacher and Hod to resolve the situation. |
| **Example of behaviour:**Disrupting learningChewingUniformEquipmentHomework | **Disrupting learning continues**:As with stage 1 but more persistent or noticeable. | **Repetition of previous behaviour or**RudenessSwearing at another student.Defiance- Refusal to complete task set. | **Disrupting learning**:Higher level or persistent disruption- examples: Arguing with another student or the class teacher.Defiance: refusal to follow instructions.Swearing across the room. | **Disrupting learning**:HoD (or departmental colleague) cannot resolve the situation in order for learning to carry on. Homophobic or racist language is used.Fighting.Bullying.Swearing at a member of staff.Smoking.Defiance: walking away from a member of staff. |

3. Detentions

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| **Level 1- teacher** | **Level 2- Teacher re- set** | **Level 3- Dept detention** | **Level 4- Hoh Detention** | **Level 5- Senior Detention** |
| **Disruption or****chewing**: 15 mins at break, lunch or after school. **Equipment, uniform**: tutor detention, phonecall home.**Homework:** 30 mins. | **Disruption or chewing**: Failure to attend 1st detention- 3o mins & phonecall home.**Homework**: Re- set detention, phonecall home. | Failure to attend re- set teacher detention- Hod/ dept/ faculty detention 1hr.**Letter home:** Students who have been set the detention.**Persistent offender**: meeting with parents arranged. | Failure to attend dept or number of detentions received across subjects: Hoh detention & phonecall home for 1st offence.Report triggered with targets related to problem e.g. homework. **Persistent**: Meeting with parents. | Failure to attend Hoh detention or continuation of misdemeanours after Hoh intervention or a serious offence- Senior detention. |
| Teacher to set via Sims | Teacher to re- set via Sims | Department detention on specified night of the week | Hoh detention- Friday 1hr 15 | SLT detention- Friday 1hr 30 |

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| You will receive a certificate in assembly, once you reach each level |
| Number of Credits | Level |
| 30 | Bronze |
| 55 | Silver |
| 85 | Gold |
| 125 | Platinum |
| 200 | Diamond |

**4.1 House points** will be awarded for the following reasons:

4. Rewards

1. Classwork has improved or is above expectations

2. Homework has improved or is above expectations

3. Progress is excellent

4. Helping someone

5. Student of the week

**4.2 Student of the week**

Each subject will nominate a student each week, student name will be displayed on the subject page of the school website and a letter sent home via parentmail. **This award will be recognised weekly.**

**4.3  Commendations**

Students could be commended for:

* Contribution to school life or the local community
* Outstanding progress in a subject or your attitude to learning score
* Commitment e.g. A sports, music, drama club

**This award will be recognised termly.**

**4.4 Attendance**

**You** could be awarded for:

* Improved attendance
* 100% attendance in a term
* **Your form** could be awarded for their attendance
* **Your Year** could be awarded for their attendance

**4.5 Headteacher Award**

This award will be given to those students who over a year have one or more of the following:

* 100% attendance.
* No detentions.
* Have been commended more than three times over the year.
* Are in the top 5 students in their year, for the credits they have received.

**5.**  **Form Tutor Job Description**:

The purpose of the role of Form Tutor is to seek to know all the students in his/her form as well as possible and to become accepted as a person to whom they can turn for guidance. He/she should closely monitor the progress, attitude and behaviour of the students in order to encourage their overall development and liaise with colleagues to ensure the individual progress and development of their tutees.

**5.1 The role of the Form Tutor includes the following:**

1. To carry out a rolling programme of academic monitoring and mentoring of the students in the form with guidance from Head of Year.
2. To provide relevant information for the preparation of references and internal reports.
3. To deliver the tutorial programme according to guidance from Hoh.
4. To support and monitor the school’s rewards and sanctions in relation to their tutor group.
5. To build good relationships with students within the tutor group and their parents to gain their confidence and ensure progress and development, academically and socially.
6. To encourage students to develop the highest expectations of themselves
7. To meet parents, as required, to discuss the academic progress, welfare and behaviour of students
8. To assess and monitor students’ progress.
9. To register students at the beginning of each session or as required (e.g. fire drill), to keep information about students up to date, to liaise with the attendance officer on action taken with attendance and punctuality issues.
10. To take an active role with, and ensure that students maintain, accurate records of rewards and sanctions, within their journal.
11. To issue letters to parents via students as needed.
12. To check Student Journals weekly, and ensure correct equipment is brought daily.
13. To check uniform to ensure high standards are maintained and to log any problems regarding incorrect uniform (Persistent problems should be followed up by the form tutor in the first instance and then passed to the Head of Year).
14. To ensure students receive information regarding school issues / activities.
15. To ensure the group is represented e.g. sporting activities, student voice.
16. To be aware of and implement Child Protection procedures if necessary.
17. To attend tutor meetings when directed by the Hoh.

Mentoring is a key part of the role of a tutor at The Albany. Tutors and tutees will engage in mentor sessions every 6 weeks discussing student progress, attendance, sanctions, rewards and overall attitude to learning score. Pivotal to this discussion will be Sims and the student’s journal.

**5.2 What makes a good mentor?**

* Positive.
* Approachable.
* Non- Judgemental.
* Realistic.
* Good listener.
* Handles personal information sensitively.
* Someone who cares about the individual child’s social and academic progress.

**5.3 The role of the mentor**

* To meet individually or in small groups every 6 weeks according to the whole school mentoring cycle.
* To use Sims to inform discussions and targets.
* To ensure students take responsibility for recording a self review in their journal, this includes gathering targets from each subject area.
* To monitor progress of each student towards reaching targets set.
* To liaise with their Hoh, parents and teaching staff when concerns arise.

**5.4 Establish a mentoring relationship through**:

1. Trust.
2. Advice
3. Challenge
4. Care/ support
5. Motivation
6. Encouragement

**5.5 Outcome**:

* Increased self- confidence.
* Awareness of current achievements.
* Individual targets.
* Raised Aspirations.
* Improved academic performance, attendance and ATL score.

**6. Subject Teacher Expectations**

* Show behavioural leadership through explicitly referring to The Albany behaviour for learning policy and articulating regularly and systematically, their own expectations of behaviour in the classroom
* Model the behaviour that is expected from students
* Lead by example by being punctual and fully prepared for each lesson
* Develop a style of teaching which incorporates that common language of the Behaviour for learning policy
* Identify students in your class with specific learning needs and plan and deliver differentiated lessons which meet the learning needs of all students (including behaviour)
* Build opportunities into lessons which enable students to be rewarded for positive behaviour and academic contributions
* Operate a classroom seating plan, taking into account peer relationships and different learning needs (Including behaviour)
* Promote respectful behaviour between students
* Respond to incidents of poor behaviour fairly, appropriately, quickly and consistently in accordance with The Albany Behaviour for learning policy
* Report behaviour concerns to their Head of Department.
* Ensure that students know how to improve their behaviour for future lessons
* Establish contact with parents to keep them informed about any behavioural issues.
1. **Head of Department Expectations**
* Show behavioural leadership through explicitly referring to The Albany behaviour for learning policy
* Ensure that all teaching staff understand the expectations of the school and have a copy of the behaviour policy and associated documents
* Model behavioural leadership through own teaching and relationships with students
* Asses staff needs regarding behaviour through regular observation, advise and providing CPD as necessary
* Identify students in each cohort who have specific learning or behavioural needs and ensure provision for these students is met
* Ensure that an increasing percentage of lessons taught in your curriculum area are ‘good’ or ‘outstanding’ therefore better engaging students and reducing the number of behavioural incidents
* Ensure appropriate practices are in place to respond to incidents of poor behaviour; these practices will be in line with the *school’s behaviour for learning policy*
* Ensure that you are a visible presence in your curriculum area and around the school to help enable and maintain a sense of calm and order
* Ensure teaching staff have active relationships with parents regarding students with specific learning or behavioural needs
* Create a standing agenda item to discuss students who are a cause for concern; where appropriate liaise with the Tutor and Head of Year, according to the school’s referral process.
* Create and maintain a department support programme.
* Support teaching staff by holding departmental or faculty detentions and take responsibility for students on subject report.
* Analyse weekly data reports with regards to sanctions and rewards, and put interventions in place for staff and students.
* To support Hoh and senior staff in supervising the isolation room.
1. **Head of Year Expectations**
* Show behavioural leadership through explicitly referring to The Albany behaviour for learning policy
* Model a consistent approach to behavioural leadership through own teaching and relationships with students
* Build and maintain a positive and effective tutor team contributing to students’ spiritual, moral, cultural, social and academic development
* Ensure that the tutor team understand the school’s expectations and provide them with the necessary guidelines
* Create and sustain excellent relationships with the students in their year group, regularly promoting the school’s behaviour for learning policy and ensuring students are maintaining high standards of behaviour in and around the school
* Create and sustain excellent contact and relationships with parents, promoting the setting of high expectations at home as well as in school
* Identify those students who have learning and behavioural difficulties, or come from communities or homes in crisis, and ensure that appropriate support in put in place to meet the needs of individual students and families.
* Create tutor groups with balanced needs and ensure daily support and visibility in order to monitor patterns of behaviour and provide relevant intervention
* Track, monitor and promote achievement and attitude to learning in each Year through the effective analysis of weekly data reports
* Assess staff needs regarding behaviour through regular observation and request CPD as necessary, as well as contributing to the CPD programme on areas which relate specifically to their responsibilities
* Meet regularly with tutor teams to discuss ongoing matters and ensure a collective ethos in relation to student behaviour and academic progress
* Celebrate student achievement at all available opportunities, particularly through the use of assemblies
* Take appropriate action with students who fail to comply with the school’s behaviour for learning policy
* Liaise with the Assistant Head- Behaviour, regarding all matters relating to their Year.
* To support Hoh and senior staff in supervising the isolation room.
* To support the senior team in delivering effective and timely oncall provision
1. **The Senior Team Expectations**
* Show behavioural leadership through explicitly referring to The Albany behaviour for learning policy
* Model a consistent approach to behavioural leadership through own teaching and relationships with students
* To ensure good levels of communication regarding Behaviour for Learning and individual students whilst respecting confidentiality
* To ensure that appropriate sanctions for students who persistently fail to comply with the school’s behaviour for learning policy, are applied and that any incidents of an extreme nature are dealt with swiftly and effectively
* To identify, promote and maintain sustainable and systematic approaches to Behaviour for Learning and review school policies on an annual basis and in consultation with staff, students and parents
* To ensure that they are highly visible at key times of the day and to support staff in maintaining a sense of calm and order; to ‘lead from the front’
* To ensure a wide range of appropriate rewards and sanctions and to ensure they are applied fairly and consistently by all
* To assess staff needs and provide relevant CPD where necessary
* In partnership with parents, to set high expectations for students and staff through clear Codes of Conduct and guidance on how to achieve these expectations
* To be a visible presence in assemblies and support the pastoral team in articulating and re-enforcing expectations
* To ensure that an appropriate curriculum is offered which is accessible to students of all abilities and aptitudes
* To ensure that staffing and timetabling are managed according to the best interests of the students and the expertise of staff
* To enable a professional environment which focuses on aspiration and achievement through effective Teaching and Learning and display around the school which reiterates the core values of the school
* To enable an enrichment programme which provides opportunities for reward, development of citizenship and a strong social, moral and spiritual framework within which students can flourish
* To ensure all new staff, including supply teachers, are given clear guidance and apply the school systems and its expectations for behaviour
* To develop and maintain a common language to respond to behaviour
* To create opportunities for staff to learn from the expertise of those with a particular responsibility for students whose behaviour is challenging
* To ensure that pastoral staff respond to the needs of particular groups within the school and wider community
* To ensure that students are safe, healthy and enjoy and achieve in school
* To ensure that bullying, harassment and oppressive behaviour in any form is not tolerated and appropriate sanctions given
* To liaise with parents and other agencies in managing student behaviour
* To ensure clear and well understood procedures for dealing with challenging parents
* To explore the use of technology in building effective communication with parents
* To ensure excellent student transition between the Key Stages