

**Behaviour for Learning Policy**

Our Behaviour for Learning policy should be read alongside the school’s Safeguarding Policy.

The effective delivery of the curriculum at Read Academy will take place best when students are motivated to learn and behave well. The Behaviour for Learning policy will establish the agreed ways in which all members of the school community will contribute towards the learning environment.

Together we will be proud to make success happen for students at Read Academy. Positive behaviour for learning will be achieved when:

* there is an awareness of high behavioural expectations established in the school by students and staff,
* the importance of all students’ personal development, behaviour and welfare is shared by the whole school community,
* there is consistent use of praise and rewards when behaviour is appropriate,
* there is consistent use of sanctions when it is appropriate.

The intention of the Behaviour for Learning Policy is to support a positive attitude towards learning for all students. To this end it will set out criteria for expectations:

* to establish and underline effective behaviour for students,
* to determine rewards for meeting/maintaining such behaviour,
* to detail guidelines for action when expectations are not met. The vision for students is as follows:
* Be positive about new types of learning in the classroom;
* Be respectful and kind to all members of our school community;
* Be open minded about literacy and numeracy;
* Demonstrate your unique skills and talents;
* Be determined to meet your target grades;
* Be proud to make success happen;

It is important that rules, strategies and systems are clearly understood by all members of the school community. They should be applied consistently, with flexibility and sensitivity, particularly in the use of consequences, considering each student’s individual circumstances. To this end positive expectations are shared for both classroom and school in the form of our ‘non-negotiables’.

# Classroom non-negotiables

* Follow the seating plan.
* Arrive on time equipped and ready to learn.
* Listen respectfully.
* Present work neatly.
* Work hard and make a positive contribution.

# School non-negotiables

* Attend on time wearing the correct uniform.
* Move swiftly to your next lesson, considering others.
* Be respectful towards each other and staff.
* Communicate positively.
* Take responsibility for the school environment, e.g. lunch trays and litter.
* Mobile phones and headphones – ‘see it – lose it!’
* Must follow the instructions of members of staff.
* No Chewing gums.
* No physical or verbal abuse.

To achieve these aims, all staff will need to adopt a policy of encouraging good attitudes. Central to these aims are rewarding and praising students, whenever possible. Rewards will be accessible for students of all abilities and praise and appreciation will play a key role. Opportunities to reward will be sought constantly and actively by all staff.

# Rewards

The use of Rewards and Sanctions is communicated clearly to all at Read Academy and staff are made aware that emphasis should be on positive encouragement and praise, wherever possible. Students respond to a supportive and caring approach; they therefore need a high level of support, encouragement and reminders, in order to achieve the expected level of respect, courtesy, politeness and an active consideration of others. The House System and extra-curricular programme give students access to opportunities allowing them to make a positive contribution to the community.

Rewards:

* Praise and encouragement;
* Letters / post cards / phone calls home/ text message home;
* Stamps in student’s school Achievement Passports
* Displays of work;
* Subject certificates and rewards;
* 100% attendance and punctuality certificates;
* House competition awards;
* House points;
* Student of the week certificates;
* Assemblies;
* School Trophies and Awards;
* Headteacher’s commendation;
* Educational and recreational reward trips;
* SLT Lunches.

# Sanctions

In order to create a firm yet supportive relationship with students, we must all take responsibility for establishing and reinforcing clear expectations. It is vital then that we all understand and internalise that we are in charge of and responsible for what happens in our classrooms and workspaces and the most effective members of staff in schools assert their authority with students in a firm positive manner.

Wherever possible, we aim to do whatever we can to resolve any problems without escalating to formal punishment. The effect of a coaching conversation between students and staff can often be far more powerful and long-lasting than the issue of a detention. The sanctions procedures exist to support staff and students. Applied across the secondary school, they will help to provide a framework to manage poor behaviour when it occurs and to demonstrate clearly to students that there are consistent consequences for actions they take which are harmful to our community.

Sanctions:

* Class detention
* House detention
* Whole school detention
* Individual detention
* Late detentions
* Homework detentions

# Prevention

Our rewards policy will encourage and act as recognition of the motivation and positive behaviour for the majority of our students. Rules will be kept to a minimum, but staff will make expectations / procedures explicit to students. The classroom ‘non-negotiables’ are displayed in each classroom. Early intervention where problems first appear in lessons/school will take place through a planned and coordinated route. Employing a full range of classroom management strategies in the classroom including:

* A welcoming, positive greeting staff waiting at the door.
* Ensuring students arrive on time, equipped to learn (pencil case and planners on desk).
* Emphasising positive responses and achievements.
* Seating / grouping plan.
* A variety of teaching and learning styles.
* Differentiated work, appropriate for each student.
* Following agreed routines, especially at the beginning and end of lessons.
* Encouraging self-assessment / evaluation / review.
* Ending lessons on a positive note.
* Orderly entry to and dismissal from the classrooms and other learning areas.
* Positive greeting on entry and exit by the member of staff and visiting staff members.

We need to recognise that parents need to be involved, informed and welcomed in partnership, to ensure and consolidate positive behaviour. The governors of the school along with the Headteacher will overlook this partnership.

# Maintaining effective Teaching and Learning

The most effective intervention to facilitate positive behaviour for learning are engaging lessons. Therefore, Read Academy places a great importance on the classroom teacher being primarily responsible for positive behaviour in the classroom. This, in turn, encourages students to take responsibility for their behaviour and learning in a way that encourages them to achieve and fulfil their potential.

* The first line of discipline will always be the classroom teacher; a well prepared, paced and pitched lesson will engage students and minimise the possibility of behaviour likely to cause difficulties.
* The teacher will employ a range of strategies which reinforces established rules and procedures and use rewards/sanctions consistently to support appropriate behaviour in the classroom and to avoid confrontation with/between students.
* It is important that parents are kept informed of a student’s success and progress as well as unsatisfactory work or behaviour and that they are invited into school for discussion with the appropriate member of staff, if necessary and at an early stage of concern.
* Research reveals that our positive comments are usually reserved for work and negative comments for behaviour. We need to reinforce appropriate behaviour by commenting on it.
* It is important that there is a consistent approach to the recording of incidents across all curriculum areas and houses as well as the ways and stages in which matters are referred to the SLT or Headteacher.
* Incidents which occur outside of lessons should be dealt with by all members of staff and the corridors are everyone’s responsibility. Serious incidents should be passed on to the Headteacher.

# Home/School Communications

The school will aim to engage positively with families, communicating good news as well as involving parents when there are problems. It is important that parents understand the reasons why the school has used sanctions in response to any breach of the school’s behaviour policy. All sanctions set will generate a text that will be sent to the parent via admin. A serious incident which results in seclusions or fixed term exclusions, will always include a phone call home and a meeting with the parents.

**Managing Behaviour Warning system**

The following method is to be applied when giving out sanctions.

1. First warning to be given on first behaviour incident
2. 2nd warning to be given on the 2nd behaviour incident
3. Detention on the 3rd incident.

Detentions are to be given on the first instance for late HW.

***Why the House System?***

While the house system’s roots can be traced back to English boarding schools, the concept began to spill over to English comprehensive and American private schools in the 20th century.  The house system has experienced a renaissance within the past couple decades, thanks in part to the popularity of the Harry Potter series by J. K. Rowling.

At Read Academy, our house system is all about culture.  According to Dr. Kent Peterson, school culture is the “set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the ‘persona’ of the school.”  It is our desire to nourish and sustain a school culture that extends through our students and staff to our families and the community we serve to develop within our school a sense of belonging, responsibility, respect, and pride.  Our houses create for students opportunities for leadership, mentoring, fellowship, service, and competition through academics and activities, striving for excellence.

Our key focus in having a reward system is to acknowledge the contribution of our students to the whole school community both as individuals and as members of a year group/house.

At Read Academy, our underlining ethos is:

*“At Read we strive for excellence”.*

Our belief is that by encouraging our students to strive for excellence, we will encourage our students to reach the highest possible standards as individuals, as members of a year group or house within the whole school community, in terms of their personal development but also academically with their work.

***AN OVERVIEW OF THE HOUSE SYSTEM:***

Every student who attends Read Academy Secondary is a member of a ‘house’. The houses are made up of all students from Year 7 through to Year 11. Each student is given a pin badge denoting the colour of their house, to wear on their blazer. This helps to generate a sense of house identity within the school community. Members of a family are placed in the same House. Students quickly form loyalties to their House and achieve a true sense of belonging.

THERE ARE 3 HOUSES AT REad academy NAMED AFTEr:

OXford and cambridge

The House names are selected to inspire our students to aim high and follows the underlining ethos of striving for excellence.

Each house comprises of 1 house captain and 1 vice captain
Students are awarded house points in the following 5 areas:

• Read Values
• British values
• Academic
• Sport
• Attendance

#### COMPETITION

We strive to teach our students that competition can coexist with our Islamic values and attitude.

Competing is a concept firmly based in Islam. Allah Azza wa Jal has ordered us to compete in the Qur’an, and so did the Prophet Salla Allahu alaihi wa sallam. And life as we know it is a place of competition. So we live in this life competing with others, trying our level best to reach the ultimate goal, which is to strive in seeking Allah’s Pleasure and reaching Jannatul Firdaws.

In the Qur’an, after describing the bliss of Paradise, Allah says (what means) **“So for this let the competitors compete.”** (Qur’an 83:26) However, in competition we teach that we must always be mindful and that we must never consider anyone better than another. The Prophet Muhammad Salla Allahu alaihi wa sallam said “**No one can be a good believer until he loves for his human brother all that he loves for himself**”, [Al Bukhari & Muslim].

We must show humility in victory as well as grace in defeat and glorify Allah SWT acknowledging that everything is except by His will. “**Nothing will happen to us except what Allah has decreed for us**” [Qur’an 9:51].  Our Victory or Defeat in the games is not the ultimate true success but our intentions and actions in good manners, patience and perseverance is .

Additionally, Competition can drive us to excellence, soften our pride, and create fun, lasting memories.

#### THIS IS NOT HOGWARTS!

While we’re all about some Harry Potter, we remind our students that Read Academy is not Hogwarts. You’ll not find wizards, nor witches, and we don’t play quidditch.  More importantly, we don’t have enemies and all our houses strive to engage in healthy, Islamic competition with camaraderie.  We strive for unity as we are first one school, then three houses.

***House Point Passport***

Each student will receive an A4 passport which they can use to track their house points when they receive them from teachers. This Passport should always be kept on them and if it is lost, all house points for that week will be discounted and the student will have to start from scratch. It is always the student’s responsibility to keep safe their passports and on them.

***How to Earn House Points***

The house system is a school initiative to give pupils a shared community, a chance to work with their peers and staff, interacting with others and developing new and stronger relationships. The house system also allows pupils the chance to engage in a house team competition, this is where the two houses compete each term to collect the most house points. This can see pupils collect points for taking part in events and representing the house they belong to. Along with this pupils can collect their own personal tallies of house points, these are recorded over the course of an academic year and can be a deciding factor on qualifying for trips and winning awards. Below is a table of what pupils could be awarded points for, as you will see some have a higher weighting than others and are therefore more valuable and harder to be awarded.

**A Quick Guide**

|  |  |
| --- | --- |
| How to Earn House Points | Number of House Points |
|  |   |
| Meeting expected standardsThis means bringing correct equipment to lesson, being on time, focusing and engaging in the lesson, not disrupting the learning of others so that they can make at least good progress. | One |
| Excellent Classwork | One |
| Kindness | One |
| Positive Role Model | One |
| Creativity | One |
| Perseverance | One |
| Self Motivation | One |
| Star Student | One |
| Towards Target | Three |
| Target Met | Five |
| Contribution to an Event | Three |
| Positive Community Ethos | One |
| Excellent Attendance | One |
| Excellent Punctuality | One |
| High Achievers Award – Bronze | Two |
| High Achievers Award – Silver | Three |
| High Achievers Award – Gold | Four |
| House Games | Five |
| Senior Leader AwardWinning house of the half term | Ten |
| Deputy Head AwardWinning House of the Term | Ten |
| Headteacher Award | Fifteen |
|  | House Championship Trophy |

***HOUSE COMPETITIONS***

The following are some of the house competitions that take place throughout the year; all competitions give the students the opportunity to win house points. House points are added together and the house with the most points at the end of the year will win the overall house championship trophy.

Read Academy’s Got Talent Photography Competition

Fun Run Maths Challenge

Interhouse Football (Girls and Boys) Inter House Baketball (Girls and Boys)

Masterchef/Bake Off Spelling Bee

Sports Day Class Activites

This blend ensures that everyone can represent their house in something that they enjoy or are good at.

The total of each student’s house points is always available and updated weekly.

One house point for every lesson where students are meeting at least the standard of ‘good’. This means bringing correct equipment to lesson, being on time, focusing and engaging in the lesson, not disrupting the learning of others so that they can make at least good progress, too. Students can earn up to 1200 points over the course of the academic year for consistent effort in all of their classes.

**It is also possible to lose house points.** This happens automatically to students if a demerit is logged against a student. These demerits can be for anything from lateness to school, talking in class, back chatting a teacher or failing to complete homework.

For every two demerits that a student receives they will receive an automatic lunchtime detention as well as having behaviour points taken away from their overall points total.

***Student Rewards:***

|  |  |  |
| --- | --- | --- |
| Star Student Award | From each year group a student will be selected every week for outstanding achievement | * Certificate Awarded
* Three house points
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| High Achievers Award | Three students will be selected from the ‘star students’ every half term who achieved the highest house points. | * First Place – Gold Award Five House points
* Second Place – Silver Award Four House points
* Third Place – Bronze Award Three House points
* Plus a ***Treat!***
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| ***House Rewards:*** |  |  |
| End of Half Term / Term / Year the house points are calculated and winning house rewarded |
| Half Term  | * Senior Leader Award - Ten House Points
* House Non Uniform Day
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| End of Term | * Deputy Head Award - Fifteen House Points
* House Party(Board games/Snacks)
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| End of Year  | * Head Teacher Award - House Championship Trophy
* House Trip
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**House System Terminology***:*

Ms Hanila Syed (House Director)

The member of staff responsible for the House System.

Head of House  — A member of staff from each House chosen to oversee the effective development of a House.

3 Houses (House)

Head Girl/Boy - Who have been chosen by the school to help the Head of House lead all the houses in activities and events.

House Captains - Who will lead students within a House.

Vice Captain – Who will assist the House Captain.

# Monitoring of the Behaviour for Learning Policy

This policy will be reviewed annually. Next Review date: February 2020