



Behaviour for Learning Policy

Coordinator	Karine Bergame
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Staff	Policy folders on staff shared drive
Parents	Academy website
Students	Via planners, behaviour code, PSHCE and assemblies

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1. Rationale

We believe that every student at Clapton Girls' Academy has the right to learn, the right to respect and the right to feel safe. Our Behaviour for Learning policy and practice underpin these rights by ensuring that the behaviour of all students maximises learning. We recognise that this is a challenge for some students who may have social, emotional and mental health needs and that we have a responsibility to support these students in being able to manage their own behaviour.

At the heart of our Behaviour for Learning policy are our core academy CAIR values:

- Compassion - Be kind
- Ambition - Aim high
- Integrity - Be honest
- Resilience - Keep trying

These core values are supported by the 3 Golden Rules in our Behaviour Code (See Appendix 1)

- Listen
- Be polite
- Follow instructions

We believe that Behaviour for Learning is a shared responsibility and that all members of the academy community have the right to be able to fulfil their role effectively, be treated with respect and have their needs considered, thus promoting the achievement and wellbeing of students. With this in mind, the academy adopts a restorative rather than an authoritative approach to resolving any behaviour difficulties. This restorative approach is explained in more detail later within this policy (see also Appendix 2).

By ensuring that there are no interruptions to lessons, we provide a safe and happy learning and working environment, with the right conditions for academic, emotional and behavioural development for the whole academy community.

The importance of our Behaviour for Learning policy is established with each tutor group at the beginning of every academic year when they revisit Clapton Girls' Academy expectations for behaviour.

2. Links with Other Policies:

This policy does not stand in isolation and links directly to the following policies:

No.1:	Teaching & Learning
No. 6:	Uniform
No.12:	Rewards
No.29:	Promoting Equality
No. 14:	Child Protection, Safeguarding Children and Promoting Welfare Policy
No.39:	Suspension and Permanent Exclusion Policy
No. 37:	Use of reasonable force
No. 24:	SEND and Inclusion
No 61:	Mobile phone policy
No 66:	Mental Health and Wellbeing
No 08:	Detentions



No 31:	Attendance
No 03:	Trips and visits
No 28:	Challenging Bullying policy
No 26:	Online Safety and Acceptable Use
No 62:	Searching & Screening policy

This policy should also be considered alongside The Home Academy Agreement and Clapton Girls' Academy Behaviour Code.

3. Aims:

We aim to consistently:

1. Provide a safe, supportive and inclusive environment for all.
2. Welcome, value and respect all who come to the academy.
3. Provide every student with the knowledge, behaviour for learning skills, self-belief and motivation to be successful and maximise learning.
4. Support all students in developing their social, emotional and mental health (SEMH) and wellbeing needs in order to become successful learners.
5. Build a community based on service to others and personal responsibility.
6. Provide opportunities for all to participate in our community, developing a sense of tolerance and understanding of others.

4. Roles and Responsibilities:

Each student has a personal responsibility to adhere to Clapton Girls' Academy Behaviour Code and, when arriving at the academy, is expected to:

1. Be in full uniform wearing the academy blazer.
2. Have their fully equipped school bag.
3. Remove chewing gum and dispose of it in the bin.
4. Consume any externally purchased hot food and drink before entering school grounds.
5. Line up in their year group area and be ready to enter at 8.45am having arrived to school by 8.40am at the latest.
6. Switch off and put phones and earphones or earbuds away into their bag or locker as these are banned on site during the academy day. This means that they must not be seen or heard on the academy site during the school day including before-school and after-school activities. However, staff may allow students to use academy headphones if it supports the learning in a lesson where Chromebook or ICT equipment is used. See Mobile phone policy.
7. Follow academy behaviour procedures in and outside the classroom.



8. Know, understand and follow the Clapton Girls' Academy Behaviour Code which is displayed in all areas of the academy.
9. Behave in a way that is a credit to the academy and as a role model to others when on and off site.
10. Communicate respectfully, politely and effectively with each other, staff, members of our local community and visitors to the academy.

Walking around the academy and to/from lessons:

1. Follow instructions from any staff member first time, without comment
2. Move to lessons directly and promptly on the sound of the pips or when the five-minute warning whistle is blown at the end of break
3. Hold doors open for others
4. Never run
5. Walk on the left hand side of the corridors and stairways
6. Keep quiet on corridors, being mindful not to shout or disrupt the learning of others
7. Keep the academy and the environment clean and tidy and not to leave rubbish behind for others to tidy up.

All students must follow the same routines for entering and leaving classrooms:

1. Students enter the classroom as they are greeted by the teacher, this is in line with the BFL non negotiables. (see appendix 9)
2. All students must sit according to the class seating plan immediately and put their equipment and planners on their desk and their bag on the floor, ready to learn.
3. All students must complete the 'Do Now' activity as soon as they are ready to learn, while the teacher takes the register.
4. If the class teacher is arriving to the lesson from a different part of the academy site, students must line up quietly outside the classroom until the teacher arrives.
5. At the end of the lessons, students should stand behind their chairs in silence and wait to be dismissed.

All teaching and non-teaching staff have the responsibility to implement the academy's Behaviour for Learning policy, set high standards for behaviour and have high expectations of students in classrooms and around the academy, especially in the corridors, providing a positive experience for all students. All staff must be positive role models, teaching, monitoring and responding to student behaviour by using the agreed BfL strategies such as RIP/PIP and counter intuitive responses referenced in the staff planner and handbook. (See appendix 10). Staff should be calm and assertive with students who are showing unacceptable behaviour and avoid confrontation or shouting. Staff are encouraged to seek support if they are experiencing challenges in implementing the Behaviour for Learning policy.

Parents and families have the responsibility to support the academy's Behaviour for Learning policy by ensuring their child adheres to the Clapton Girls' Academy Behaviour Code as detailed in the Home/Academy Agreement (Appendix 3) which all parents sign when their child joins the academy. In this policy, 'parent' refers to any person with parental responsibility.

At Clapton Girls' Academy, there are a number of people with specific responsibility for ensuring outstanding behaviour.

The Headteacher (HT) ensures the Behaviour for Learning policy and other relevant policies are communicated clearly with all members of the academy community and that strategies are in place which will enable high standards of behaviour to be consistently achieved throughout the academy.

The Deputy Headteacher (DHT) has strategic oversight for behaviour at the academy and for supporting members of staff directly responsible for managing the implementation of the Behaviour for Learning policy on a daily basis.

The Assistant Headteacher (AHT) with responsibility for behaviour liaises with relevant staff on a daily basis to review the strengths and areas for development within the academy's behaviour systems and decide on immediate and long-term strategies to ensure the highest standards of behaviour. This includes keeping staff informed of any specific issues such as friendship difficulties which could have an impact on students' ability to behave appropriately and learn. The AHT (Behaviour) has strategic oversight for students on Academic Support Plans (ASPs). ASPs are action plans containing personalised targets and strategies for students who struggle to adhere to the academy's behaviour code or improve their behaviour. The AHT is available as a source of advice for all members of the academy community in relation to behaviour.

The Leadership Team models use of the BfL policy for all staff and monitors its implementation through the direct line management of middle leaders to ensure consistency. This includes support with implementation of the policy and how this is communicated with staff within their faculty, subject area or year team.

The Engagement Intervention Lead is responsible for co-ordinating and monitoring the impact of a range of interventions used to support students to improve their behaviour. This includes support for students with Social Emotional and Mental Health (SEMH) needs who struggle to manage their own behaviour.

The SSC Manager and Home/School Liaison Officer is responsible for co-ordinating the effective daily running of the Student Support Centre (SSC) and may complete home visits where appropriate. Please see Section 7 for more details. The SSC Manager works to directly support students who are struggling to behave appropriately in lessons. This includes supporting students with ASPs.

Middle Leaders are responsible for promoting high standards of behaviour for learning by ensuring that learning is interesting and challenging and that students' emotional and learning needs are met. Middle leaders must make appropriate referrals where it is felt additional support is needed and communicate clearly with parents in relation to any learning or behaviour concerns for their child.



Heads of Year (HOYs)/Heads of Progress (HOPs) and Engagement Support Assistants

(ESAs) ensure high standards of behaviour in the specific year groups assigned to them. HOYs, HOPs and ESAs communicate closely with parents in relation to any behaviour concerns to ensure behaviour improvement and are, along with form tutors, the first point of contact for parents and students, when additional support is needed. This includes identifying students with SEMH needs and appropriate interventions to support students to manage their own behaviour effectively. This could be a referral to the Learning Support Department or an external agency such as CAMHS or Young Hackney. HOYs/HOPs and ESAs closely monitor the progress of students with ASPs and liaise closely with parent and external agencies in relation to these.

The **Learning Support Department** is particularly responsible for students with identified learning and SEMH needs. Where SEND needs are identified, the Assistant Headteacher/ SENDCO coordinates and advises staff on any relevant provision. All staff are responsible for informing the SENDCO if they feel a student may have an unidentified learning need and for ensuring that the learning needs of students with SEND are effectively met in the lessons that they teach. The academy has a fortnightly **Inclusion Panel** which meets to discuss students who have been raised as a concern in relation to their learning. The Inclusion Panel consists of key members of academy staff who meet to discuss any students raised as concerns, to share ideas for how to support them and make any relevant referrals either to interventions available within the academy or to relevant external agencies with the consent of the student's parent(s).

Senior Staff on Duty (SSOD) are responsible for ensuring the highest standards of behaviour throughout the academy day. This consists of a rota of allocated staff throughout the academy week who circulate the academy site during lesson time and respond to any emerging needs.

5. Expectations of Staff and Students throughout the Academy Day

5.1 Expectations of students

At break time

We expect students to remain safe and respectful of others during break time. Students are expected to remain outside of the building during the whole of break unless they are visiting their year group toilets, the Learning Resource Centre (LRC), locker bays or are in the Dining Pavilion. Students are only allowed to eat or drink in the Dining Pavilion (DP) or outside the building and must clear away any rubbish. Students are only allowed to consume healthy snacks and drinks. If students need assistance during their break, they can speak to one of the members of staff on duty.

Members of staff on duty blow a 5-minute warning whistle at 11.15am to ensure that students move promptly, calmly and quietly and arrive punctually to Lesson 3. (See Appendix 4)

At lunch time

At Clapton Girls' Academy, not all students eat their lunch at the same time to ensure that students have adequate time and space in which to eat their lunch. This means that lessons continue while some students have their lunch. We therefore expect students to move quietly on their way to the Dining Pavilion (DP) to ensure that learning is not interrupted. There are clear procedures in place



for student lunches which students are expected to adhere to. On the rare occasion that students do not follow lunchtime routines, they will be issued with a sanction which may include losing their lunchtime privileges such as sitting with their friends or completing an after-school detention.

After academy hours

We expect the same high standard of behaviour from students at after-school activities or clubs as we do throughout the academy day. Students must be registered on the assigned club register list in order to take part. Students who do not adhere to the academy behaviour code during after-school activities may lose the privilege of attending the activity and their parent will be contacted. Students are expected to make sure they have completed any detentions before attending any after-school activities. Occasionally, students who are on a Full Academy Report (see Appendix 6) may be required to attend a targeted behaviour intervention instead of an after-school activity or club.

Students who are not in an after-school activity supervised by a member of staff must leave the site immediately at the end of the academy day and be offsite by 3pm (4pm on Tuesdays for years 10 – 13 and some Wednesdays for year 11 only).

5.2 Expectations the academy has of all staff:

All staff are expected to:

1. Reinforce the expectations the academy has of students at all times of the day.
2. Explicitly model and teach expected learning behaviours such as listening actively and working collaboratively.
3. Be proactive in dealing with infringements of academy policies, including the Behaviour for Learning policy and support others doing the same.
4. Know how the academy's sanctions for unacceptable behaviour work and apply these consistently to all students, ensuring that no group or individual is unfairly targeted.
5. Refer more serious incidences of poor behaviour to the correct members of staff within the academy in a timely manner using the procedures outlined in the academy staff handbook.
6. Consistently reinforce positive behaviour for learning through using rewards and incentives such as 'Star of the Hour' and achievement points in SIMS.
7. Be aware of any particular learning or SEMH needs of the students in their care, read their individual pupil passports and ensure quality first teaching which meets the needs of all students.
8. Be proactive in referring any student whose behaviour is of continuing concern to the academy's Inclusion Panel using the Initial Concern form. Adopt the academy's restorative approach to addressing behaviour concerns with students. Staff are expected to remain calm and warm in the face of confrontation and to deal with students in a compassionate manner even when students are behaving in an unpleasant or aggressive manner, in order to de-escalate situations.



6. Sanctions

The Behaviour for Learning Policy is only effective if systems are applied consistently to every student by every member of staff.

Learning is disrupted if there is persistent low-level disruption and/or failure to follow the 3 golden rules of the academy Behaviour Code in Lessons. If students are not following the 3 golden rules of the Behaviour Code, teachers use a graded system of rewards, reminders and sanctions called the Behaviour Thermometer to help students recognise that they are off task or behaving inappropriately and improve their behaviour accordingly. (See Appendix 7).

Lesson Truancy (being out of lessons without permission):

If a student does not arrive to their lesson but was marked as present earlier in the day, the class teacher will complete a SSOD callout so that the member of staff on duty can check that the student is safe. Once the student is located, if it is established that there is no valid reason for them not being in their lesson, they will be issued with an after-school faculty detention or a Leadership Team detention.

Persistent defiance and rude behaviour towards an adult:

If a student's behaviour is dangerous or interrupts the learning of others, or if a student demonstrates extreme rudeness or defiance towards a member of staff, the member of staff will complete a SSOD callout requesting the member of staff on duty to visit the classroom. In most cases, the student will be removed from the classroom and placed in the Student Support Centre (SSC) to allow the student time to reflect. In situations involving less serious behaviour it can sometimes be possible to resolve the issue and return the student to the classroom but in the case of extremely poor behaviour such as defiance, extreme rudeness, disruption of the learning of others or dangerous behaviour, the student will always be removed from the lesson and placed in the SSC.

Confiscation of Mobile Phones, Music Devices, Headphones and items not allowed on the academy premises:

Please refer to our separate Mobile Phone policy (number 61) for details on the academy's rules and expectations in relation to the use of mobile phones, electronic devices and headphones.

Any other items listed as not allowed within our uniform policy (number 6) or which are listed as prohibited within other relevant policies, will be confiscated and, depending on the nature of the item, either handed to the police or a parent will be asked to come and collect them from the academy (See Appendix 10)

6.1 Detention System

Detentions are kept to a minimum at Clapton Girls' Academy and are used with the intention of supporting students to rectify any mistakes and to seek support from staff to resolve any difficulties which led to the detention being issued. To achieve this, staff are expected to support students to

engage in a restorative conversation with them during their detention to ensure that any difficulties arising from the lesson have been resolved before students return to their next lesson, and to avoid the same problem recurring in the future. Detentions should not take place during break or lunch time (see Detention policy for more information).

6.2 Refusal to comply

Every effort is made by staff to de-escalate situations where students are not behaving well and to support students to manage their own behaviour effectively. Where poor student behaviour persists despite support having been offered, parents will be contacted and asked to attend a Serious Concern meeting as a matter of urgency. At this point, suspension is possible unless working with the parent(s) brings about a significant and immediate change in behaviour.

6.3 Malicious accusations against academy staff

Malicious accusations against members of staff are taken very seriously. Where students are found to have made malicious accusations against a member of staff which, following investigation are proved to be unfounded, the academy may exclude the student/s concerned. Depending on the severity of the accusation and the level of distress caused to the member of staff, this suspension may be permanent (see Suspensions and Permanent Exclusion policy)

7. Student Support Centre (SSC)

The Student Support Centre (SSC) is used to provide a calm, reflective learning environment where students who have not met the high expectations of the Academy Behaviour Code may be internally excluded for a fixed period of time. This means that students are still able to attend school but are not allowed to attend lessons and are placed in the SSC instead. Students may be internally excluded for a number of reasons. If the internal exclusion is to last one day or more, parents will be notified via letter and/or telephone call.

A student may also be placed in the SSC if the SSOD staff member is called to a lesson because a student is disrupting the learning of others. If it is felt that the student is unable to return to the lesson without causing further disruption, they will be placed in the SSC in order to allow the student to reflect on what went wrong and the learning of others to continue.

Students who have been readmitted from a suspension also spend time in the SSC on return to the academy to ensure that they are effectively supported and are ready to return to lessons without further difficulties occurring.

Students with an ASP who receive a callout (the SSOD member of staff is required to visit their lesson in response to disruptive behaviour) are automatically placed in the SSC for one whole day from when a callout is issued. If a student with an ASP does not meet the behaviour targets on their behaviour report card while in the SSC, they complete an additional day in the SSC. However, if a student with an ASP uses the time to reflect on their mistakes and to resolve any issues from the previous lesson, they are allowed to return to lessons after one day in the SSC.

Students may also be placed in the SSC for a specified amount of time, following a 'Senior Staff on Duty' callout (SSOD). The length of the placement will be decided by the senior member of staff



on duty following investigation of the reason for the call-out. The purpose of this placement is to allow the student time to reflect on their behaviour in a quiet, reflective environment. The SSC is also used as an additional learning space for supporting students with emotional and behavioural difficulties who are at risk of disengaging or suspension and likely to misbehave if they attend their usual lessons. In cases where students are placed in the SSC as a preventative measure by agreement with the relevant members of staff, the extended day does not apply.

Persistent poor behaviour in the SSC is likely to lead to a suspension (the student is suspended and not allowed to come into the academy). See Suspension and Permanent Exclusion policy.

Occasionally, students will be placed in the SSC to write an account of something they have witnessed or been involved in. If it is established that the student did not contribute negatively to the incident in any way, no sanction will be given and the student will return to lessons.

8. Off-Site Incidents

8.1 Limits of the academy's responsibility

The academy expects the same high standards of behaviour from students offsite as on site.

The legal position of the academy in respect of off-site incidents is:

During the academy day the Headteacher is in loco parentis (i.e. acting as a reasonable parent). If a child is allowed out of the academy during academy hours, they are the Headteacher's responsibility; if they leave without permission, they are the responsibility of the parent. Parents will be contacted as soon as the academy is aware of a student leaving site without permission by using the emergency numbers on the academy database.

The legal position of a teacher or member of the support staff in relation to students outside of academy hours is the same as that of any other member of the public unless it is an organised academy activity. However, we believe that the academy's responsibility for incidents arising off-site should extend beyond the narrow legal limitations. The academy will, therefore consider it relevant to involve itself in all off-site incidents, to which its members are a party, which either:

- i) threaten adversely the public image of the academy.
- ii) threaten the long-term order/relationships within the academy or, where appropriate, the welfare of its individual members.
- iii) bring the reputation of the academy into disrepute.

8.2 Procedures for responding to off-site incidents

- a) If an off-site incident takes place any member of the academy who was a victim, or witnessed it should report it immediately to the academy. The report should initially be made to the academy receptionist, who will alert the Senior Member of Staff on Duty or the Headteacher (or member of the Leadership Team in charge in the event of the Headteacher's absence from the site).



- b) In the event of a violent or threatening incident off site, senior staff are expected to do all they can to ensure the safety of students and members of the public. However, senior staff are not expected to intervene or take any action that puts themselves in danger. This also applies to other staff who may be on the scene.
- c) Following the initial report, the follow-up actions for the incident will be completed by the relevant member of the Senior Staff on Duty team, Line Manager or the appropriate Heads of Year/Progress in line with normal procedures which may include the academy's Safer Schools police officer.
- d) A Street Detention list is kept by the SSC Manager of any students involved in bringing the academy into disrepute outside the academy premises. Following an off-site incident, in addition to the normal sanctions, students may be given after-school detentions in the SSC until 4.00pm for KS3 students and year 10 students, 5.00pm on Tuesdays and Wednesdays for year 11 and sixth form students, or until such a time as their parents can collect them.

9. **Monitoring and Evaluation:**

The procedures supporting the Behaviour for Learning Policy should be followed at all times. Students and teaching staff will be engaged in discussions regarding them at the beginning of every academic year. Students and adults new to the academy mid-term will be inducted into these procedures. The Behaviour for Learning Policy and procedures will be formally reviewed by the Leadership Team, along with other related documents, every Summer Term. Staff will be involved in discussions related to these procedures at different times of the year through the usual ongoing meeting cycles and through the in-house CPD programme.

Heads of Faculty/Subject are responsible for monitoring data relating to student behaviour within their faculty/subject area, identifying any students with high numbers of behaviour points or SSOD callouts. Heads of Faculty/Subject will discuss any students who are a cause for concern with the relevant subject teacher and put relevant support in place such as calling the student's home to talk to parents, emailing parents, placing the student on faculty report and providing ongoing support and guidance to staff on Behaviour for Learning strategies via faculty meetings.

Heads of Year/Progress, in conjunction with tutors and Engagement Support Assistants (ESAs), are responsible for monitoring student behaviour in all aspects of the academy.

All middle leaders are responsible for responding appropriately with regards to rewards and sanctions, in line with academy policy. Full Academy Reports are colour graded to show the level of sanction. Blue = Faculty report, Green = Tutor, Yellow=Head of Progress and Red= Leadership Team Line Manager /Head teacher. (Appendix F)

Incidents logged through the 'Senior Staff on Duty' system will be monitored by the Leadership Team including analysis by ethnicity and Special Educational Need and detailed data of disruptive incidents will be the subject of discussion at Leadership Team, Middle Leaders', Faculty, Year Team, and Line Management meetings as well as at the academy's Inclusion Panel.

The academy places importance on working with a range of agencies to identify any underlying causes for repeated and persistent poor behaviour, and to measure the impact of any interventions



put in place, to ensure that students are effectively supported to improve. This includes a commitment to understanding and minimising the reasons for any students or student groups who are disproportionately represented in the academy's behaviour data.



Appendix 1 - Clapton Girls' Academy Behaviour Code - 3 Golden Rules

Clapton Girls' Academy
Est. 1906

Behaviour Code

3 Golden Rules

1
Listen

Progress

3
Follow instructions

2
Be polite







Appendix 2 - Restorative Approaches

At Clapton Girls' Academy we recognise that sometimes students do not behave as positively as they should or would like and every effort is made to support students to put things right as quickly as possible. In order to achieve this, we make sure that restorative conversations take place when something has gone wrong. This simply means that students and staff reflect on, and discuss, what went wrong and why, what the impact of this may have been and what can be done in the future to put things right and prevent the same thing from happening again. Here are five useful questions which are used across the academy:

The Restorative Five

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who has been affected and how?
5. What should we do to put things right in the future?

Appendix 3 - Home / Academy Agreement

		The student will:	The parent will:	The academy will:
C	<p>COMPASSION</p>  <p><i>Be kind</i></p>	<ul style="list-style-type: none"> Be supportive and kind to members of my form group and other students. Speak respectfully to all students and staff and use positive body language. Speak to a teacher if I have any concerns. Move around the academy in a safe way and remember to walk on the left 	<ul style="list-style-type: none"> Support my child in their move to secondary school. Let the academy know if I have any concerns. 	<ul style="list-style-type: none"> Support your child to feel happy and safe. Provide transition support to ensure a positive start. Teach your child our CAIR values and help them to achieve them.
A	<p>AMBITION</p>  <p><i>Aim high</i></p>	<ul style="list-style-type: none"> Attend at least two clubs per week. Complete all my homework on time and to a high standard. Aim for the highest standards of presentation. Revise for all assessments. Use Satchel:One and my planner every day 	<ul style="list-style-type: none"> Encourage my child to attend clubs. Make sure that homework is done on time and to a good standard. Talk about careers and future options with my child. Download and use the MyEd parent app and all associated apps to support my child. 	<ul style="list-style-type: none"> Set a broad, balanced and challenging curriculum with high-quality teaching. Set regular homework on Satchel:One. Give quality feedback on her work. Update you on her progress through reports and parents' evenings.
I	<p>INTEGRITY</p>  <p><i>Be honest</i></p>	<ul style="list-style-type: none"> Follow all instructions first time. Only bring necessary items to the academy. Have my mobile phone switched off and out of sight while at school. Wear my uniform correctly at all times. 	<ul style="list-style-type: none"> Support the academy behaviour code. Attend all parent meetings. Make sure that my child wears full school uniform and leaves valuable items at home. 	<ul style="list-style-type: none"> Use the academy behaviour code to ensure your child is able to learn and is treated fairly. Contact you if we have concerns about your child's progress.
R	<p>RESILIENCE</p>  <p><i>Keep trying</i></p>	<ul style="list-style-type: none"> Attend school and lessons every day, on time. Focus on my learning at all times. Bring my planner, pencil case and equipment every day. 	<ul style="list-style-type: none"> Make sure my child is on time for school (arriving no later than 8.40am.) Make sure my child attends school every day. Make sure my child has the correct equipment. Take all holidays outside of term time. 	<ul style="list-style-type: none"> Give your child the support they need to achieve their best. Provide you with regular updates on your child's progress.
		Signed:	Signed:	Signed:



Appendix 4 - 5 steps to a positive break

Staff - Take Five steps to a positive break:

1. Please arrive at your duty area promptly.
2. Patrol your designated area (including the 'hotspots'.)
3. Recognise students who are behaving appropriately e.g. being calm and considerate, eating healthy snacks etc.
4. Do a sweep of your area 5 minutes before the ending of your break.
5. Blow your warning whistle at 11:15am and instruct students to move on to the next area.

Students - Take Five steps to a positive break:

1. **Choose** to go to the toilet during the early part of your break. Only use the year toilets designated for your year group.
2. **Choose** to go to your locker during the early part of your break. Remember that lockers are a **privilege not a right**.
3. **Behave** calmly and sensibly and be respectful of others and the academy environment by not shouting or leaving litter.
4. **Respond** to the warning whistle and leave the area you are in 5 minutes before the end of break. Walk calmly, sensibly and quietly to your next lesson to ensure that you get there on time.
5. **Enjoy** your break (and your healthy snack) and be considerate of others who are also having their break.

Appendix 5 - Full Academy Report

Students: Once you have shown signs of **consistent improvement**, you will come off green report and be expected to **maintain acceptable behaviour** for an extended period of time.

For every cross you receive on your report, you will be expected to complete a **10 minute detention** at the **end of the day**.

Subject Teachers: Please complete by using the following symbols:

✓ = target fully met X = target not met

If you would like to give more detail please email the staff member they are on report to.

Parent/Carer: Please sign every day and discuss this report with your child.

Tutor/HOY/HOP/LT: Please contact home if a student comes off report or moves to a different stage in the reporting process.

Please return completed report to Student Reception for filing.

HOY/HOP Comment:



FULL SCHOOL REPORT

Green – Tutor
Yellow – HOY/HOP
Red – LT



Clapton Girls' Academy
Est. 1906

Name: _____ Date: _____

Form Tutor: _____ Form: _____

Is on report to: _____ From: _____ To: _____

You must see the person you are on report to at the **beginning and end** of each day

I am on report because:

Target Set: You must follow all school and classroom rules but your specific targets are... (At least one target will be linked to the quality of your work)

1) _____

2) _____

3) _____

I agree to follow these targets before, during and after school each day.

Sign: _____



Period	Monday			Date:	Tuesday			Date:	Wednesday			Date:	Thursday			Date:	Friday			Date:
Targets	1	2	3	Comment	1	2	3	Comment	1	2	3	Comment	1	2	3	Comment	1	2	3	Comment
CT	sign:				sign:				sign:				sign:				sign:			
1	sub :				sub :				sub :				sub :				sub :			
2	sub :				sub :				sub :				sub :				sub :			
3	sub :				sub :				sub :				sub :				sub :			
4	sub :				sub :				sub :				sub :				sub :			
lunch																				
5	sub :				sub :				sub :				sub :				sub :			
6					sub :															
Teacher Comment																				
Parent Sign																				



Appendix 6 - Behaviour Thermometer



Behaviour thermometer



SSOD callout

Teacher detention

Warning

Reminder

On task

Great progress

Reward points

Star of the hour



Appendix 7 – BFL Non negotiables

1. Greet students at the door to ensure a calm start to the lesson.
2. Do Now activity as students enter the classroom
3. Praise student achievement in public and reprimand student behaviour in private
4. Follow the academy's Teaching for Learning routines and Behaviour Code (3 Golden Rules)
5. Restorative conversations must be conducted after a callout or a breakdown in the student teacher relationship

Appendix 8 BFL classroom based strategies



Famous for
the right
reasons.

Praise in Public
PiP

Reprimand in Private
RiP



Appendix 9 – Prohibited items

Items prohibited at CGA.

Students are not allowed to bring the following items in to the academy:

- Sweets, chocolate, fizzy drinks, crisps, nuts or nut products.
- Make-up and other cosmetics
- Spray-on deodorant or hair spray
- Money and expensive items
- Vapes
- Smartwatches
- Lighters
- Cigarettes, drugs and alcohol
- Sharp items that can cause injury (paper cutters, box cutters, tweezers, nail clippers, comb with sharp/metallic tail)

Items prohibited by DfE guidance

- Knives and weapons (including craft knives)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property

These items will be confiscated by staff and returned to students at the end of the academy day, unless it is felt that it is safer/more appropriate to return these to parents.

The items prohibited by DfE guidance will not be returned to parents or students. When necessary, the necessary may decide to contact the Safer Schools Police Officer.