



Secondary Behaviour to Achieve Policy

Ratified by RAK Academy Board of Governors on 27 January 2020. Document No. POL14.270220.A.

1. Rationale

As a centre of excellence at the heart of our community, RAK Academy recognises the need to support young people in developing an autonomous understanding of right and wrong: they are supported in progressively understanding, coping with, and managing their emotions and in developing the skills they need to behave well. They are able to be co-operative and have a sense of worth, believing they can make a real contribution and reach their potential.

2. Purpose

To improve standards of behaviour in the learning environment in an effort to provide a platform for outstanding teaching, from which students can make exceptional progress. This policy aims to set out clearly defined boundaries for students and staff so that all feel safe and secure. These boundaries will be part of a consistent whole staff approach that will encourage students to take responsibility for their actions, and improve behaviour and choices.

It is important to remember:

- Behaviour to Achieve (BTA) is a whole school system which relies on staff using it in a fair and consistent manner. No other classroom sanctions not defined in this policy can be used.
- All consequence levels are given and recorded through a central school system (ISAMS) and the data is carefully monitored.
- Everybody must follow the system – no exceptions. Inconsistency is the biggest barrier in ensuring effective practice.
- All staff may give a straight C3 (see below) for unwanted behaviour during unstructured times (breaks and corridors).

3. Consequences for Disruption of Learning

The consequence system is a stepped approach where students are given the opportunity to modify their behaviour before the need for more serious sanctions.

C1 First Verbal Warning – name written on the board - if the student's behaviour does not warrant further Warnings (a C2), the C1 is cleared at the end of the lesson or group of lessons, if the class is on two or more consecutive lessons.

C2 Second Verbal Warning – name written on the board - if the student's behaviour does not warrant further Warnings (a C3), the C1 and the C2 are cleared at the end of the lesson or group of lessons, if the class is on two or more consecutive lessons.

C3 Detention – Students are issued a Departmental Lunchtime Detention (25 minutes), which is recorded into the planner and is to be completed on the Department's designated detention day.

A student can be issued with an escalated C3, for persistent, unwanted behaviour during a lesson, only after receiving a C1 and C2.

Alternatively, a student can be issued with a straight C3:

- for unwanted behaviour during unstructured time (this is any time when students are not in timetabled lessons) by any member of staff;
- or for being more than 5 minutes late to a lesson.



In all instances, the student must be told they have a C3 and what it is for. The issuing teacher must input the C3 data on ISAMS (at the end of the lesson or no later than the end of the school day).

- C4 Removal from the class** – Teacher requests for ‘Duty On-Call Staff Member’. The student will be removed and relocated to a neighbouring classroom for the remainder of the lesson. The C4 is recorded onto a centralised electronic register by the ‘Duty On-Call Staff Member’. The teacher inputs C4 data on ISAMS (at the end of the lesson or no later than the end of the school day). Students are collected the same day (if C4 recorded prior to the end of Period 4) or the next day for a Lunchtime SLT Detention if recorded during Period 5 or 6. The issuing member of staff or the Head of their Department, will attend the Lunchtime SLT Detention for a restorative conversation with the student.

Consequences are for behaviours that disrupt the learning in the classroom. Once awarded, consequences cannot be removed for improved behaviour. We will always try to avoid having students removed from lessons. However, this may be necessary either due to poor behaviour or a single incident which causes danger to students or staff.

3.1 The Process – C3

If a student is issued a C3, the process will be as the following:

- Teacher inputs C3 data on ISAMS (at the end of the lesson or no later than the end of the school day), and the parents or legal guardians of the Students are informed the same day.
- C3s are logged and reported through ISAMS for HODs to ensure the completion of Department Detentions. Detentions to be undertaken on the designated Departmental Lunchtime Detention day
- C3s for late to lessons and unwanted behaviour in unstructured times are logged and reported through ISAMS for ITLs to ensure the completion of ITL Lunchtime Detentions
- Detentions to be undertaken during lunchtime on the day or next school day.
- HOD/ITL to communicate the non-attendance to Department or ITL Detentions through ISAMS – ‘C3-Non Attendance’
- Should a student fail to attend an ITL/HOD Lunchtime Detention this will be escalated to an Afterschool ITL Detention (30 minutes) the following day and parents will be informed.
- Should a student fail to attend an Afterschool ITL Detention the student will receive an Internal Exclusion (refer to Exclusions Policy) for the duration of the next school day.
- Weekly reports on C3s will be issued for departments and pastoral teams to reflect upon and evaluate
- A student receiving three or more C3s in a month will see them placed onto an Escalated Behaviour Pathway. Who this involves will depend upon where C3s have occurred. If they are all in one curriculum area it will involve the Head of Department and if they involve a number of subjects it will involve the Intervention Team Leader. This process and allocation will be overseen by the Assistant Headteacher for Student Development.

3.2 The Process – C4

If a student is issued a C4 in a lesson the process will be as the following:

- Teacher requests for ‘Duty On-Call Staff Member’ through the BTA email. The student will be removed and relocated to a neighbouring classroom as per the departmental parking rota for the remainder of the lesson. The ‘Duty On-Call Staff Member’ will call home to notify parents of the serious nature of the behaviour.
- The C4 is recorded onto a centralised electronic register by the ‘Duty On-Call Staff Member’
- The teacher inputs C4 data on ISAMS (at the end of the lesson or no later than the end of the school day).
- Students are collected by the ‘Duty On-Call Staff Member’ at the end of Period 4 to sit their Lunchtime SLT Detention the same day (if C4 recorded prior to the end of Period 4). If the C4 is issued during Period 5 and 6 the detention is sat during the lunchtime of the following day.
- The issuing member of staff is to attend the Lunchtime SLT Detention for a restorative conversation with the student.
- Should a student refuse to accompany the ‘Duty On-Call Member of Staff’, the student will receive an Internal Exclusion (refer to Exclusions Policy) for the duration of the next school day.



- A student receiving two or more C4s a month will see them placed onto an Escalated Behaviour Pathway. This will begin with the Intervention Team Leader and will be overseen by the Assistant Headteacher for Student Development.

4. General School Rules

Our expectations of students are as follows:

- Follow the instructions of members of staff
- Do not drop/throw litter
- Keep hands, feet, objects to yourself
- No mobile phones to be used during the school day
- No eating outside of designated areas
- No swearing, name calling, put-downs or making someone feel uncomfortable

These rules are instructions, which are in place at all times.

5. Guidance for using the BTA Data

- **Each lesson is a fresh start:** the process means that students will reflect on their actions.
- **Choices:** students should have the opportunity to reflect on the choices they make and be given the opportunity to modify their behaviour.
- **Language:** language should be non-confrontational and focus on the behaviour rather than the individual. All consequences need to be related to learning. Staff should refer to the classroom rules where appropriate. Do not invade the student's personal space.
- **Refer to learning:** when giving out consequences.
- **Take up time:** all students should be given five minutes to respond to the respective warnings (take up time).
- **Consequences:** should not be issued in quick succession. It is vital students understand clearly what consequences they are on. This is their opportunity to avoid consequences, so that everyone has had two clear warnings and opportunities to make the right choices. There is no further consequence for a C1/C2. However, in case of consistent recurrence, the teacher may decide to escalate to C3.

6. Behaviour Data

Behaviour data will trigger interventions for students. We should have an expectation that there is a professional dialogue around the data. It may be a trigger for:

- Reflection and trying different approaches
- Curriculum support or intervention from the pastoral team to resolve issues
- Group/class changes
- Support/coaching and discussion of classroom practice
- Coaching observations to look at behaviour issues and provide support
- Looking at differentiation
- Looking at lesson planning and activities.

7. Monitoring of Persistent Poor Behaviour

Intervention Team Leaders and the Assistant Headteacher for Student Development will meet regularly to monitor the behaviour log compiled by the Data Manager, which details the removals from lessons (C4) and the weekly summary of those receiving C3 detentions. Any student receiving three C3 in a week or two C4 in a month will have their case reviewed by a School Behaviour Committee, comprising of the Deputy Head Teacher, the Assistant Headteacher for Student Development and the Intervention Team Leader. This Committee shall decide in its sole competence on any form of remediation or disciplinary measure, including suspension or exclusion in compliance with the exclusion policy. The proceedings of the Committee shall be minuted.



8. Escalated Behaviour Pathway

Student is issued 2 or more C4s in a month



Intervention Team Leader Report

(2 weeks)

If the C4s are issued across a number of subjects

Department Report

(2 weeks)
If the C4s are issued across one curriculum area



Failure to successfully complete the report:

SLT Report

(2 weeks)

The student will be on SLT Report to the AHT for Student Development



Failure to successfully complete the report:

Pastoral Support Plan (PSP)

The DHT, AHT for Student Development, the Intervention Team Leader and School Counsellor are to meet with parents to set and agree targets to form the PSP. The PSP is to be reviewed by the Head of School and Executive Principal. The PSP is expected to last for a duration of four weeks with fortnightly reviews, however an emergency review can be called at any time.



Failure to successfully complete the Pastoral Support Plan:

Behaviour Committee

To include the Head of School, Executive Head Teacher, Deputy Head Teacher and a member of the Academic Committee, to review the students place within the academy and decide whether an exclusion is warranted (refer to Exclusions Policy)

Student is issued 3 or more C3s in a week



Pastoral Escalation

Tutor Report

(2 weeks)
If the C3s are issued across a number of subjects the student will be on report to their tutor



Intervention Team Leader Report

If a student fails the Tutor Report they will move onto the Head of Year Report (2 weeks).



Academic Escalation

Subject Report

(2 weeks)
If the C3s are issued across one curriculum area, the student will be on report to their teacher



Head of Department Report

If a student fails the Subject Report they will move onto the Head of Department Report (2 weeks).

