



Behaviour for Learning Policy

Policy Title	Behaviour for Learning Policy
Policy Created / Amended	May 2022
Policy Ratified	June 2022
Policy review cycle	1 Years
Policy Review Date	June 2023

Contents

- a. [Rationale](#)
- b. [Aims](#)
- c. [Roles and responsibilities](#)
- d. [Monitoring and review](#)
- e. [Procedures for effective learning behaviours](#)
- f. [B4L at SAA](#)
- g. [APPENDIX 1 – BEHAVIOUR FOR LEARNING EXPECTATIONS](#)
- h. [APPENDIX 2 – CLASSROOM MANAGEMENT](#)
- i. [APPENDIX 3 – CLASSROOM RECOGNITION](#)
- j. [APPENDIX 4 – UNIFORM EXPECTATIONS](#)
- k. [APPENDIX 5 – Equipment](#)
- l. [APPENDIX 6 – Behaviour for Learning processes](#)

Rationale

Sybil Andrews Academy is committed to creating an environment where productive learning is at the heart of the academy, supported by exemplary behaviour. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our expectations of learning and behaviour guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims and principles

- To create a culture of exceptional behaviour: for learning; for community; for life
- To ensure that all learners are treated fairly, shown respect and to promote healthy relationships.
- To help learners take control over their learning and behaviour, therefore, to be responsible for the consequences of it.
- To build a community which values kindness, responsibility, courage, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent learning and behaviour is a minimum expectation for all.

It is the responsibility of **students** to develop positive relationships in the Academy and demonstrate positive standards of learning behaviours, healthy personal relationships and a respect for the individual.

It is the responsibility of **parents/carers** to support the Academy in encouraging and fostering in their children, positive standards of behaviour, healthy personal relationships and a respect for the individual.

Procedures for effective learning behaviours

The Academy will encourage positive behaviour by:

- providing a challenging and stimulating learning environment, including effective spaces for learning for students with additional needs
- involving the Student Council in the review of this and other relevant policies
- reinforcing positive learning behaviour through individual guidance and counselling
- informing parents and carers at the earliest opportunity of both successes and areas for concern and involving them fully in measures to recognise these and where necessary remedy and correct them
- liaising with outside agencies where appropriate/ necessary to develop strategies to encourage positive learning behaviour in all students
- offering the opportunity for individual guidance and counselling to students where appropriate to develop monitor and review learning behaviour
- motivating students through the content and methods of delivery of the whole Academy curriculum and expecting high standards from them, and

- offering appropriate training to meet the needs of teaching and non-teaching staff dealing with learning and behaviour concerns
- adopting a trauma informed approach to support students mental health and welfare (please refer to the relationships policy)

B4L at SAA

Our values underpin what we expect at Sybil Andrews Academy

At Sybil Andrews Academy we have two key areas where expectations of learning and behaviour are paramount.

- Learning and behaviour expectations – all students to follow and refer to these
- Our basic rules of the Academy

When students join Sybil Andrews Academy, the two areas above form part of the home/school agreement which is signed and dated within student planners.

Learning and behaviour expectations

Being Kind

At Sybil Andrews Academy we believe kindness comes through the way in which we act, conduct ourselves around the Academy site and converse with others. We believe in fundamental British Values such as: respect and tolerance and individual liberty and therefore being kind to all forms part of our expectations of learning.

Showing courage

Showing courage at Sybil Andrews Academy links to the British Value: The Rule of Law. Showing courage is sometimes about making a tough decision to uphold the Academy expectations. It is about following the expectations of learning and being part of the wider academy community. It is about doing the right thing in the face of any adversity.

Taking responsibility

Being a responsible citizen is a core part of the British Value: Democracy. Taking responsibility for your own learning, your equipment, the way in which you act and converse with others, following the expectations of learning and rules of the academy. All of these factors show responsible young people, who will one day be future professionals and are ambassadors of SAA and the local community we serve.

Our values form an integral part of our expectations of learning. This is our way of doing things and something we expect all students at Sybil Andrews Academy to follow with pride as part of our community.

Meeting the following expectations outlined in Appendix 1 will always result in at least a merit being awarded every lesson, for every student. We expect students to meet and often exceed these expectations and furthermore, we promote student voice in working on these in the future.

APPENDIX 1 – BEHAVIOUR FOR LEARNING EXPECTATIONS

It is our expectation at Sybil Andrews Academy that **all students meet the following expectations** and any failure to do so would be considered a breach of the **Behaviour Policy**

Behaviour for Learning Expectations		We are kind	We have courage	We take responsibility
1	Arrive at Academy by 8:40am – gates will shut, and late marks assigned (detentions for lates will be issued)			
2	Arrive at lessons on-time, any student late into a lesson will receive a late mark. Enter and exit silently.			
3	Be kind, polite and always show respect for others, both within SAA and travelling to and from SAA.			
4	Follow instructions by staff, first and every time - this includes sitting in the correct seat, taking your coat off, putting your bag on the floor and starting the Do Now			
5	Listen carefully and attentively to others and wait for staff permission (if in class) to participate. Always respect people's right to learn.			
6	Complete work set, including home learning, by the deadline and to the best of your ability – ensuring good presentation. Allowing others to do so and helping your peers when you can.			
7	Ask for help when needed by raising your hand and waiting until the teacher or member of staff can offer support.			
8	Ensure mobile phones and electronic devices are not seen. We understand you may need to have these on you but expect them to be switched off and in your bag.			
9	Wear full uniform, any non-SAA clothing should be removed before entering any classroom (see APPENDIX 4)			
10	Eat and drink only in designated areas. Clear away after you and put all litter in the bins.			

11	Have the correct equipment in class <ul style="list-style-type: none"> • Pen/ pencil • Ruler • Highlighter 			
12	Sit in the right seat, following the seating plan and face the front of the class unless otherwise directed by the teacher			
13	Move around the school site in a safe and orderly manner, upholding the school values			
14	Do not bring any prohibited items onto the Academy site			
15	Do not cause any emotional or physical harm to others at the Academy or the Academy building itself.			

Our Basic Rules

*These basic rules are aimed at students of Sybil Andrews Academy, not following these basic rules would be considered a breach of the **Behaviour Policy**.*

In the classroom

- We follow the expectations of learning at all times
- We are fully equipped for lessons
- We complete all of our work to the best of our ability, each and every lesson
- We take pride in our work, our books and presentation is exemplary
- We sit up, face the front of the room and engage with the teacher*
- We are silent and track the teacher when they are talking*
- We follow the seating plan as set out by the teacher
- We wear complete uniform, ensuring our shirts are tucked in, ties and blazers are on
- We take off any coats or jumpers before entering the class
- We do not have mobile phones out in class

In the corridor and around the school

- We follow the expectations of learning at all times
- We line up outside our classroom, in an orderly fashion and wait for the teacher to call us in
- We respect and uphold the academy values as we move around the academy
- We wear complete uniform, ensuring our shirts are tucked in, ties are on and blazers are on
- We ensure litter is placed in the bins around the school
- We do not have mobile phones out around the academy
- We use the toilet during break time / lunch time only (unless we have a toilet pass)

APPENDIX 2 – CLASSROOM MANAGEMENT

Teacher Correction	
Student is not meeting learning and behaviour expectations, and this is impacting the completion of their own or others work in class, core beliefs of Sybil Andrews Academy or basic rules of the academy therefore strategies to re-engage student are deployed first.	
<p>Teachers will adopt an agreed approach to behaviour for learning within the Academy, similar to the SAA Lesson called B4L at SAA. Potential strategies could be (note these are for illustration only):</p> <ul style="list-style-type: none"> • Teacher discusses situation with student • Teacher considers whether the student has any additional needs and/ or contextual concerns based on their relationship with the student • The teacher makes a judgement based on the students learning behaviour about next steps • Reasonable adjustments are considered first, and foremost / advice sought if uncertain • Teacher may ask to speak with the student outside • Teacher may change the student's seat • Teacher may ask the student to remain behind at the end of the lesson <p>LOGGED ON GO4SCHOOLS</p>	
Warning Issued	
Student is persistently not meeting learning and behaviour expectations, core beliefs or basic rules of the academy, therefore a clear 'warning' is given prior to a detention being issued.	
<p>Teachers will adopt an agreed approach to behaviour for learning within the Academy, similar to the SAA Lesson called B4L at SAA. Potential language used could be (note these are for illustration only):</p> <ul style="list-style-type: none"> • Teacher as clearly as possible states, "I am now going to have to issue you with a warning – if you continue to not meet my expectations, I may need to give you a detention for you to catch up on the work" <p>LOGGED ON GO4SCHOOLS</p>	
Detention	
Despite numerous attempts at correcting the learning behaviour - student is continuing to not meet learning and behaviour expectations and therefore a detention is issued.	
<p>Teachers will adopt an agreed approach to behaviour for learning within the Academy, similar to the SAA Lesson called B4L at SAA. Potential language used could be (note these are for illustration only):</p> <ul style="list-style-type: none"> • Teacher will ask the student to complete a 'detention' which can be done either at breaktime with the teacher/ or be set as a same day after-school detention • Teacher/ Pastoral staff will endeavour to make contact home • Student will attend the detention • <p>A DETENTION AND WARNING COULD BE ISSUED AT THE SAME TIME DEPENDENT ON THE INCIDENT</p> <p>LOGGED ON GO4SCHOOLS</p>	
Class Removal	
Student relocated to Head of Department/ Senior Member of Staff's Lesson/ Class Removal	
<ul style="list-style-type: none"> • On-call monitoring member of staff will respond to the situation and if required the student will be removed from the lesson/ department (if deemed necessary by on-call staff member) • The student will then be isolated for the remainder of the lesson with an appropriate adult • Additionally, the student will be issued a 60-minute same-day detention with HOY/ SLT which will be logged by the Isolation member of staff <p>LOGGED ON GO4SCHOOLS</p>	

APPENDIX 3 – CLASSROOM RECOGNITION

Recognition and achievement

At Sybil Andrews Academy we are focused on achieving excellence together as one community.

Achievements will be celebrated using:

- Merits on Go4Schools
- Post-cards home
- Emails home from teachers/ tutors
- Positive praise in class

Teachers will recognise and acknowledge that you are working at expectations (see Behaviour for Learning expectations)

RECOGNITION WILL BE LOGGED ON GO4SCHOOLS

APPENDIX 4 – UNIFORM EXPECTATIONS

BOYS	GIRLS
Sybil Andrews Navy suit	Navy suit (female cut) Skirt or trousers
School white long or short sleeved shirt	School white Reversed neck blouse, long or short sleeved
Sybil Andrews Academy clip-on tie	Navy Jumper (optional)
Sybil Andrews Navy Jumper (optional)	Plain black/navy socks
Plain black/navy socks	Smart black leather/leather-look shoes
Smart black leather/leather-look shoes	
PE - Boys	PE- Girls
Grey hooded sweatshirt	Grey hooded sweatshirt
Grey Polo shirt	Grey polo shirt
Navy base layers (optional)	Navy base layers (optional)
Navy shorts	Navy shorts or navy skirt
Navy sports socks	Navy sports socks
Astro trainers	Astro trainers
Optional Sybil Andrews Kiiwii tracksuit bottoms	
Optional Sybil Andrews Kiiwii rain jacket	
JEWELLERY, MAKE-UP, NAILS and HAIR STYLES	
No earrings are allowed other than a plain gold or silver stud in either or each earlobe.	
A wristwatch may be worn (including smart watches)	
A single ring can be worn	
No other types of jewellery are permitted to be worn	
Nose studs must be clear plastic or flesh coloured	
No other visible body piercing, or tongue piercing is permitted	
Hair styles must not be extreme, this is at the discretion of the senior leadership team – an timescale of 1 week will be set for any adjustment	

Excessive makeup is not permitted

Coloured nail varnish is not permitted

Eyelash extensions are not permitted

Hair colour which is not natural is not permitted

In all cases of above, if a student is unwilling to follow the uniform expectations this would be considered a breach of the **Behaviour Policy**.

APPENDIX 5 – Equipment

Essential	Recommended
<ul style="list-style-type: none">• School bag• Student planner (from September 2022)• A minimum of 2 pens• Pencil• Highlighters• Ruler• Rubber• Glue stick• Pencil case• Scientific calculator• Reading book (Year 7 to 9)• Revision materials (Year 10 to 11)	<ul style="list-style-type: none">• Pencil sharpener• Maths kit• Coloured pens• Colouring pencils

The equipment list above forms part of the learning and behaviour expectations, point 11.

These items are checked daily in tutor time, if a student is missing an item or an item is not working the tutor will make a note. Persistent instances of this will be referred to the pastoral team.

In instances of persistent missing equipment, there may be a need to use a corrective approach including the tutor making contact home.

How do the School values influence my attitude to learning?



In the classroom

Out of the classroom




We are Kind

- Respect others
- Respect the environment




We are Kind

- Respect others
- Respect the environment




We have Courage

- No opt out




We have Courage

- Be safe



We take Responsibility

- Correct uniform
- Correct equipment
- Focus on your own work
- Follow staff instructions first time



We take Responsibility

- Follow staff instructions first time



**We are
Kind**



**We have
courage**



**We take
responsibility**