

# **Eaton Bank Academy**

## **[Behaviour Policy]**



**Approved by FGB Dec 2015, updated and approved by SID**

**June 2017**

**Next review due June 2019**

This policy will be reviewed every 2 years or sooner in the light of operating procedures and/or changes in regulation and/or legislation.

## **Introduction**

At Eaton Bank Academy we make it clear within our aims that we have high expectations for the young people in our care. We also value the climate of mutual respect that exists within our school, which supports strong working relationships and a positive learning environment for all. Any community requires basic rules in order for it to function effectively and our school community is no different. The young people in our care need clear unambiguous rules, which are understood by all and are focussed on supporting effective learning and teaching. We must constantly apply and insist on the over-riding premise that we expect outstanding behaviour from all students during lessons and unstructured times

The behaviour for learning system is designed to support all students in achieving this expectation by providing clarity and consistency in terms of our expectations, sanctions and rewards. Good behaviour in our school is not dependent on having draconian sanctions but on fostering a culture of growth mind-set, happiness, celebration, success and achievement for all. This culture will only be attained if all adults employ effective strategies both within the classroom and beyond, working together to provide outstanding learning opportunities, a consistent approach to behaviour management and high expectations for all our young people. We can also use several provisions within our school when tiered classroom practices and department support systems fail to effect change.

### **1. Clear rules/clear limits**

It is important that all young people know what is expected of them and limits are universally enforced to allow students to develop independent skills and become self-regulating and responsible individuals. We want to be open and fair, presenting young people with clear choices which are about supporting learning and teaching and rewarding students for successes, but also about having clear and consistent sanctions for when things go wrong. The behaviour for learning system provides this structure.

### **2. Consistency not confrontation**

How well we all implement the system is crucially important to the happiness and success of the students, the effectiveness of the staff and ultimately the school. A confrontational approach with the children is not necessary to ensure standards are upheld. A positive approach, a sense of humour and a willingness to listen and build relationships are at the core of what we do. However, we must be consistent in applying the routines and procedures requiring all staff to challenge unacceptable behaviour whenever it occurs in a calm, consistent and rational manner.

### **3. Look for the positive**

The positive aspects of the system are the most important and seek to reward students for their achievements in lessons, around school and as ambassadors of Eaton Bank Academy. We want to let all students know that we appreciate how well they are doing. A consistent approach to rewards and a positive focus on learning is critical to our continued success, as is the message that we want all students in lessons learning.

#### **4. Classroom management guidelines for teachers and teaching assistants**

To support high standards of behaviour and achievement we need to:

- Be on time
- Ensure we meet and greet students at the door to instil order in the corridor and an orderly entry to the room
- Seat students in 'learning places' according to their seating plan
- Insist on the removal of any outdoor clothing
- Mobile phones should be off and put away
- Uniform should be correct
- Praise good work and behaviour
- Insist on silence as an expectation when you are speaking
- Prevent students from sitting on tables or desks
- Prevent chewing or eating in class, unless it forms an integral aspect of the lesson
- Do not ignore bad language or other forms of unacceptable behaviour as to do so is to accept and condone
- Challenge inappropriate language, including homophobic, racist, sexist, or comments which are offensive to those with a disability
- Leave classrooms tidy, including a clean board. Keep the classroom door window clear to allow clear view into the classroom
- Keep your desk tidy and encourage tidiness
- Keep displays fresh and tidy
- Report graffiti or damage immediately to the Business Manager
- Treat students with respect and expect to be treated the same.

#### **5. Lesson monitor (see appendix A)**

The use of 'lesson monitor' in every lesson for grading behaviour provides detailed information on every student's behaviour and application in all lessons. It enables teachers, form tutors and each head of faculty to monitor the learning of all students in every lesson. It is also a system that aims to identify behaviour patterns and highlight issues. The system allows learning and progress managers to monitor homework and equipment.

Above all it supports a culture that promotes and celebrates achievement and progress in the classroom. Laminated cards are presented in a visual form which should be displayed in all classrooms and offices. All students are aware of this and the implications for them. The school SIMS network is absolutely central to the system and must be utilised every lesson.

#### **6. Sanctions (see appendix B)**

All teachers, including supply teachers, will implement the lesson monitor system via SIMS to recognise and record misdemeanours and support subsequent actions and resolution.

## **7. Rewards (see appendix C)**

All teachers, including supply teachers, will implement the lesson monitor system via SIMS to reward positive behaviour and application. Additional rewards will be implemented via the rewards system.

## **8. Form Tutor responsibilities (see appendix D and E)**

## **9. Student planner**

Students should have their planner with them at all times. If a student loses their planner parents should be contacted and payment gained for a new planner. Temporary planner sheets are provided by tutors if planners are left at home. If a student is without a planner in class, this should be entered as a code 9 in SIMS.

## **10. Homework**

If a student fails to complete a piece of homework or fails to meet the deadline for the piece of work, an 8 should be entered into SIMS.

## **11. Misbehaviour out of lessons**

Always look to be positive and encourage students to correct behaviour. Use unstructured times to build positive relationships with students. If students choose not to correct their behaviour, record the issue and the actions you took to resolve the incident on SIMS.

## **12. Internal Exclusion Unit (IEU)**

The IEU is our internal exclusion unit. This reduces the impact of disruptive behaviour on learning if classroom and departmental buddy systems fail. Students isolated in the IEU for seclusion, start school at 8.45am and finish at 3.00pm. They remain secluded from their peers and the main building. They remain in seclusion for break and lunchtime. Students use the toilets in the art block only. Students who are secluded are coordinated and supervised by the pastoral managers. Mobile phones are confiscated on entry to the IEU. Work is requested from subject staff and should be e- mailed to/provided for the appropriate pastoral managers.

Rules of the IEU:

- Students must not communicate with peers in any way
- Students must not engage in conversation with the supervising staff other than to request assistance with work
- Students should sit quietly and complete the work set for them
- Students will be given a copy of the expectations on entry to the IEU
- Failure to cooperate in the IEU may result in the issuing of a more serious sanction. The Director of Pastoral Care or deputy head should be contacted if there are concerns about a student's continued failure to cooperate.

### **13. Alternative Provision**

To support the local schools in Cheshire East with their 'Alternative Provision System' students from other schools can be housed within our IEU, by prior arrangement. This allows us to add an additional layer of support for our own students as we have the option to seek alternative provision within other local schools, instead of applying a fixed term exclusion. We are able to meet the 'Statutory Guidance on Exclusion' by providing alternative provision from the 6<sup>th</sup> day of exclusion.

### **14. On call system**

A call is made directly to the attendance officer or appropriate pastoral manager from a member of staff with a reason for the use of 'on call'. The child remains the responsibility of the supervising teacher until the pastoral manager collects them. The teacher must provide work for the pupil. The teacher must log this on SIMS with a 4 and provide details in Behaviour Management. This strategy should be used under the following circumstances:

- A student is violent or abusive to peers
- Any circumstances when a colleague feels threatened by the language or behaviour of a student
- A student has been sent to another room via the buddy system but continues to cause disruption to learning
- A student is found to be without correct uniform in the lesson and refuses to correct it. (If a pupil repeatedly fails to wear correct uniform after a pastoral manager has contacted home this may also lead to seclusion)
- A student refuses to follow the instructions or directions of a member of staff

Staff experiencing dangerous, or potentially dangerous situations, should request an emergency 'on call' by using the red card system. A non-emergency request should be made clear, so that pastoral managers or other members of senior staff may prioritise in event of receiving more than one referral.

On call staff will employ a number of strategies to deal with the incident depending upon its nature. A student may be escorted to another member of the department using the buddy system or removed to the IEU as required. The outcome will depend on the misdemeanour and the student's attitude. Such decisions will be explained to the member of staff involved and can be further discussed at a mutually convenient time. It remains the teacher's responsibility to complete the report on SIMS with a 4. It is recommended that the teacher contacts home to discuss the incident.

### **15. Individual report**

Students who have received 3 3s on lesson monitor will be placed on target report. A letter is sent home informing parents. This report should be monitored by the tutor and pastoral managers. The student will carry this to every lesson and the student should hand this in at the beginning of the lesson. The teacher should complete this at the end of the lesson. It is important that the teacher reads the targets and responds to them accordingly. In certain cases, a student may be put on an electronic report. Students may also be put on punctuality report or uniform report for these reasons. Students can also be placed on positive report for encouragement.

## 16. Eaton Bank Academy Rules

These rules include the journey to and from school. The correct uniform should be worn at all times and the uniform code is outlined in the school planner and parent handbook. This includes the journey to and from school. If students are not in correct uniform, they will be sent to the appropriate pastoral managers. If there is a reason supplied by parents, they may be placed on uniform card and students will be expected to resolve this issue. If this is not remedied within 24 hours, parents will be contacted. If a student's shirt is not tucked in, they will be asked to present their orange uniform card. This card is signed by the member of staff who witnesses the infringement. If they receive 5 referrals they receive a lunchtime detention. Failure to present an orange card will also lead to a lunchtime detention. Repeated failure to wear correct uniform will lead to seclusion in the IEU, in the first instance.

- Students may wear one stud per ear. They should be small and plain in style. No other piercing is allowed. Piercings will need to be removed. Failure to remove them will lead to seclusion in the IEU
- Students are allowed to wear some make up but it should be subtle and natural
- Students are not allowed to wear nail varnish. They will be asked to remove it if seen. Tutors have a tutor box with nail varnish remover
- Students must have the necessary equipment required for tutor time and for lessons – as a minimum this should include a pen, pencil, ruler, purple pen and planner
- Items that challenge the security, health and safety of other individuals are banned and must not be brought onto the school site
- Students must arrive at their registration room at the start of the day – before 8.45am
- Students are not allowed to sell anything in school unless it is for an approved school fundraising event
- During the school day all students must remain on the school site in designated areas
- Students must comply with the seating plan as set out by their teacher which has taken into account any individual student needs
- All students should aim for 100% attendance
- All members of the school and the public are to be treated with respect and dignity, both inside the classroom and around the school site and on the way to and from school
- Bullying in all its forms is unacceptable
- Students have a commitment and responsibility to their own learning and that of others
- Behaviour must not bring the name of Eaton Bank Academy into disrepute
- Deliberately setting off a fire alarm or interfering with fire extinguishing equipment will lead to a fixed term exclusion and possible police involvement
- Students should show respect for the school environment and treat the equipment and resources appropriately. The dropping of litter, vandalism and graffiti are unacceptable. ICT facilities must be used within the school guidelines. Any damage to the school environment will be paid for by the offending individual

- Eaton Bank is a non-smoking site (including e-cigarettes) and any smoking or possession of smoking equipment such as cigarettes (including e-cigarettes), matches or lighters are not allowed. A first offence will lead to a meeting with parents. A second offence will lead to a fixed term exclusion
- Students will receive a sanction for the inappropriate use of aerosols
- Students should eat in the designated eating areas only.

## **Appendix A: Eaton Bank Academy**

### **BFL: Using lesson monitor to grade behaviour in lessons**

Why do we need this system?

The use of 'lesson monitor' for grading provides detailed information on every student's behaviour and application in lessons. It enables teachers, pastoral managers, learning and progress managers and faculty leaders to monitor learning of students in lessons. It is also a system that provides information about behaviour patterns, which helps when working to modify behaviour. Above all it supports a culture that promotes and celebrates achievement and progress in the classroom.

### **How will the Behaviour for Learning system in 'lesson monitor' work?**

All classes should be registered using 2 as the registration code i.e. a number is added NOT a code. This equates to an expectation of good behaviour, conduct, effort, involvement etc. As soon as the register is taken, the register should be saved. Do not exit SIMS as you will need to be able to alter the registration codes in the last two minutes of the lesson as appropriate. Towards the end of the lesson, click on the padlock symbol 'protect'. This will allow you to overwrite the registration code originally entered, if necessary.

Please take time to do this. The success of the system relies on ensuring that the students have been accurately graded and other pre-entered codes are not dismissed.

If you put a 3 or 4 you must add a comment by entering it through the behaviour management link on the right hand side. This is vital as it allows our pastoral managers to respond to parents. It is also vital that the member of staff comments on the action taken and on whether it is resolved or not. (See 'Lesson Monitor Grading' below).

### **What is my role in using the lesson monitor system?**

#### **Subject teachers**

Register students using the system. If a 4 is issued, then the student will be placed on an SLT detention. The parent will be notified by the pastoral managers. At all steps of the process staff should phone home as this is another behaviour management strategy. If a 3 is issued, it is down to the classroom teacher as to which sanction should be applied. Students may receive a break or a lunchtime detention. Subject teachers should refer issues to the head of faculty. If this intervention is unsuccessful, this may lead to an after school faculty detention.

Staff should ensure that break time detentions are held between either 11.00am or 11.10, if directly after class, or 11.05am to 11.15am, if the student is coming from another class. This gives the student the opportunity to go to the toilet and get a drink. Staff should ensure that lunchtime detentions are held between 12.40 and 1.00pm, therefore allowing students to access the canteen. All faculties should have a detention system set up.



## **Form Tutors**

Tutors should check through the registration marks awarded to their tutees on a weekly basis and discuss any issues with them, as well as awarding their golden tickets. If a student gains 3 3s, a letter will be sent home to parents on Friday afternoon. Tutors will then be asked to monitor the student, who will be put on target report. If a tutor feels that a student's behaviour is of concern they can refer this to the pastoral managers for the appropriate intervention. If the issue is an academic one, this should be referred to the learning and progress manager.

Tutors should also complete the 'Golden ticket' procedure as outlined in the 'Rewards' policy. Students will receive golden tickets for gaining 1s and 2s in all lessons, as well as 100% attendance.

## **Pastoral Managers**

The pastoral manager will conduct a weekly check on SIMS and identify any students who have received 3 3s. They will send a letter home and the student will be placed on report. This will be monitored by the tutor and pastoral managers. The pastoral managers will also monitor all students who receive 4s. These students will be monitored and interviewed by pastoral managers. Pastoral managers will arrange parental meetings for those who are persistently receiving 3s and 4s and where the level of concern is escalating. A pastoral support plan will be put in place where the issues become more serious or persistent. A student who is at risk of fixed term exclusion or has received a fixed term exclusion will also be put on pastoral support plan.

## **Heads of Faculty**

The head of faculty should ensure that they are aware of all students who are causing concern in terms of behaviour and this should be a standing item on departmental agendas. The head of faculty should coordinate an after school detention for the faculty. They should also ensure that break and lunchtime detentions are being run appropriately. The head of faculty should also ensure that the department has a buddy room timetable.

## **Director of Pastoral Care**

The Director of Pastoral Care will monitor all the level 3s and 4s. The Director of Pastoral Care will meet with the pastoral managers weekly to discuss the pastoral issues, including behaviour, with the different year groups and will coordinate the strategic approach in response. Where it is deemed appropriate the Director of Pastoral Care will meet with parents to discuss pastoral support plans and interventions.

## **Senior Leadership Team**

SLT will be involved in discussing trends, patterns, successes and concerns as part of line management meetings with the heads of faculty and the Director of Pastoral Care.

## **Lesson Monitor Grading**

### **Level 1: If your teacher upgrades you to a 1**

- **Your behaviour motivates others to behave well**
- You are highly considerate and supportive of others
- Your behaviour is perfect
- You actively contribute to the lesson.

### **Level 2: This grading is the minimum of what we expect from our students**

- You fully comply with all instructions
- You remain on task throughout the lesson
- You demonstrate respect for other people's learning by concentrating and co-operating throughout the lesson
- You take responsibility for your own behaviour and work to the best of your ability
- You do not talk when others are talking.

### **Level 3: Although you can be polite and can show responsibility for your own behaviour one or more of the following apply. *It is important that all students are given two verbal warnings before a level 3 is applied:***

- You arrive late to the lesson without good reason
- You speak when others are speaking
- You use language which is not acceptable to your teacher
- You take yourself and others off task
- You use your phone in lesson/have your phone confiscated
- Your behaviour is such that you are required to move seats
- You are slow to respond to prompts or instructions on how to conduct yourself
- Your teacher must add a comment into 'Behaviour Management' to inform the behaviour team as to why the 3 has been given
- You cannot negotiate the way back to a 2.

### **Level 4:**

- You directly challenge a member of staff or demonstrate a lack of respect
- You continue to ignore/defy a specific instruction or prompt
- You are sent out of the room to a buddy room or if necessary an 'on call' referral is made
- Your behaviour causes significant disruption, having a significantly negative effect on your learning and the learning of others
- You cannot negotiate back to 2 or 3

### **Other codes which can be used:**

5: Your behaviour meets the criteria for level 2 but you do not have a PE kit

8: Your behaviour meets the criteria for level 2 but you have not handed in your homework

9: Your behaviour meets the criteria for level 2 but you do not have correct equipment

- \$: Your behaviour meets the criteria for level 4 and you have not handed in your homework
- ?: Your behaviour meets the criteria for level 4 and you do not have correct equipment
- &: Your behaviour meets the criteria for level 3 and you have not handed in your homework
- ?: Your behaviour meets the criteria for level 3 and you do not have correct equipment
- [: You do not have the correct equipment and you have not handed in your homework

## **Appendix B: Eaton Bank Academy Sanctions**

### **Aims**

- To strategically support the positive behaviour for learning policy
- To support individuals and groups where poor behaviour is a barrier to learning
- To share and use effective practices and strategies which promote positive behaviour
- To ensure rules, routines and sanctions are applied consistently across the school
- To effectively manage students' behaviour, by providing a positive learning environment for all.

### **Sanctions for classroom behaviours that disrupt teaching and learning**

All staff are encouraged to approach low level disruption in a consistent way, using a range of classroom management skills.

### **Five key qualities of an excellent teacher**

1. Firm, fair and clear boundaries. Invitational - meet, greet and correct uniform at the door. Seating plans in lessons
2. Interesting and engaging lessons with clear and meaningful learning objectives
3. Consistently good or outstanding teaching
4. Assertive and confident manner – body language, silent signal (e.g. a raised arm) and voice control
5. Engaging relationships – know names. Do all the students see the teacher as a human being?

### **Lesson monitor – Level 3**

If a student behaves in an unsatisfactory manner as defined in the descriptor for the grade 3, the teacher will change the lesson monitor grade to a 3. The onus is on the teacher to give the student 2 warnings, making it clear to the student what they are doing wrong and that it is unacceptable. A behaviour management log should be completed on lesson monitor under the behaviour management link on the right hand side. The teacher should apply the appropriate sanction in terms of a break, lunch or after school faculty detention. The member of staff must ensure that they indicate

action taken and whether it is resolved. It is vital that the teacher has a discussion with the child about the behaviour to avoid similar poor behaviour in the future. It is crucial that the student understands that it is the behaviour and not the child which the member of staff dislikes.

#### **Lesson monitor - Level 4 (see above)**

- Each faculty area will need to plan a buddy timetable that identifies at least two colleagues per lesson (where possible) who would be able to receive students that become level 4. This may mean linking with other faculty areas in the same part of the school due to the availability of colleagues. Copies must be shared with every teacher and should also be given to the pastoral manager and the Director of Pastoral Care
- The referred child should bring work with them and work in silence in an appropriate place in the room
- The teacher referring the student must ensure that sufficient work is provided to engage them for the lesson
- There will be a discussion between the student, subject teacher and head of faculty, ideally before the student attends the next lesson for that teacher. The removal of a student is not a reason to impose a lesson ban. It is vital that our students attend all lessons and periods of time out of lessons should be avoided at all costs. Any removal of a student from a lesson for more than 1 lesson should be discussed with the Director of Pastoral Care or the deputy head
- The teacher referring the student out of the lesson must record this in lesson monitor by changing the 3 to a 4 and adding a comment into the behaviour management module. This will activate a SLT detention. The parent will be notified by a call parent text or phone call
- Pastoral managers, the Director of Pastoral Care and the deputy head responsible for behaviour will monitor, analyse and track data. They will also instigate interventions where necessary as well as coordinating parental meetings where necessary.

If a student does not cooperate or refuses to move to the designated classroom or does not move and continues to cause disruption, then the teacher will make an 'on call' referral. They will then be removed to the IEU by a pastoral manager or a senior member of staff.

#### **Individual faculty detentions**

Subject teachers will lead their own break time and lunch time detentions. Faculties will coordinate their after school detentions. They should ensure that pastoral managers, the Director of Pastoral Care, and the deputy head in charge of behaviour should have a copy of the faculty behaviour policy and the faculty detention arrangements. If a student fails to attend a faculty detention, then the student should be issued with a SLT detention by entering the failure to attend on the SIMS behaviour module. A call parent text will be sent to parents; however, staff should also contact parents to discuss the issue. Failure to attend a SLT detention will result in a morning in the internal exclusion unit (IEU).

## **SLT detentions**

SLT detentions will run on a Wednesday and Friday. The pastoral managers will collect students, where possible, but students will be highlighted on the SIMS register in red and subject tutors must support by reminding students in period 5. The deputy head and the Director of Pastoral Care will supervise the detentions. The Director of Pastoral Care and the deputy head will monitor, track and analyse data on detentions. Should a student fail to attend a SLT detention, they will receive a phone call home from their pastoral manager and will be booked into the IEU at the earliest convenient opportunity.

SLT detentions are set for:

- Failure to attend a faculty detention
- Failure to attend a break detention for lateness
- Receive a level 4

## **On call and IEU**

Faculties must use the buddy system before using 'on call'. The IEU serves to allow us to support students who resist school behaviour protocols. The intervention is housed on site above the art faculty with its own toilet facilities. Students enter the room and must hand over their phones immediately. Students are not allowed out of the facility at lunch or break time. The facility allows us to work in partnership with local schools, for whom we offer alternative provision.

## **Fixed Term Exclusions**

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by the education. The government supports head teachers in using exclusions as a sanction where it is warranted.'

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England' 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the academy rules is serious. The following are examples:

- Failure to comply with a reasonable request from a senior member of staff;
- Persistent failure to wear Eaton Bank Academy uniform;
- Breaches of health and safety rules;
- Verbal abuse of staff, other adults or students;
- Failure to comply with the requirements of the behaviour system;
- Wilful damage to property;
- Homophobic or racist bullying;
- Bullying;
- Sexual misconduct;
- Theft;
- Making a false allegation against a member of staff;
- Behaviour which calls into question the good name of Eaton Bank Academy;
- Persistent defiance or disruption;

- Minor assaults or fighting that is not premeditated or planned;
- Other breaches of Eaton Bank Academy rules;

No student will receive greater than 45 days' exclusion in any one academic year, without being permanently excluded for persistent disruption and defiance. The head teacher also retains the right to permanently exclude a student for persistent disruption and defiance, even if they have not reached 45 days.

### **Permanent Exclusion**

‘A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy;

And

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’.

The head teacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one off’ offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff;
- Sexual abuse or assault;
- Possession of drugs or drugs paraphernalia;
- Supplying an illegal drug;
- Possession of an illegal drug with intent to supply;
- Under the influence of illegal drugs;
- Carrying an offensive weapon;
- Making a malicious serious false allegation against a member of staff;
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances (Fixed Term and Permanent Exclusion) are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Eaton Bank Academy community.

The head teacher may also permanently exclude a student for:

- One of the above offences; or
- Persistent disruption and defiance including bullying; or
- An offence which is not listed but is, in the opinion of the head teacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

## Appendix C – Rewards Policy

Believe in Success. Celebrate that Success.

At Eaton Bank Academy we believe that recognition, praise and celebration are essential in creating a positive ethos which promotes aspiration, self-confidence and high standards of behaviour. Informal recognition in class -the smile, the nod the thumbs up – is hugely valued by students and has great impact on day to day learning and progress. Phone calls, post cards and letters home are also frequent thereby helping parents to share in their child’s achievements. To celebrate an enormous range of achievements with a wider audience still, proactive use is also made of the school website, newsletters and social media.

This policy summarises the additional systems developed to reinforce our positive expectations of students and to capture success across school life. All students, whatever their starting points or talents, have opportunities to succeed and be noticed.

### **Outstanding Behaviour for Learning**

Students are graded for their behaviour for learning in every lesson. Students that achieve positive marks from staff are awarded with a golden ticket every week. These golden tickets are collected per year group and every term a draw is undertaken where two winning students are presented with a prize. The top 20 students in each year are awarded with a celebration breakfast every term and a certificate to acknowledge this achievement. Students who receive more than 5 outstanding grades (“code1s”) receive a letter home.

### **Outstanding Attitude to Learning and Growth Mindset**

Students with an outstanding Attitude to Learning and significant growth mindset qualities are chosen by faculties for this award. These students have their photograph taken with the Head of Faculty and this is displayed prominently in school. It is highlighted in newsletters, the school website and Twitter. Letters of congratulation are sent home.

Students who have the best Attitude to Learning grades across all their subjects are invited to meet with the Headteacher (year 11, 13) or Learning and Progress Manager (all other years). Letters are sent home detailing their achievements.

### **Outstanding Attendance**

Students with 100% attendance receive certificates in termly rewards assemblies.

The form with the most improved attendance receives a trophy in assembly every half term. Small prizes are given to all students in the form.

## **Outstanding Progress**

Each term the students who have made the most progress are invited to meet the Headteacher (year 11, 13) or Learning and Progress Manager (all other years). Letters are sent home detailing their achievements.

## **Rewards Assemblies**

Every term extended assemblies take place to share and celebrate wide ranging achievements such as: 100% individual attendance, outstanding attitude to learning, outstanding behaviour and outstanding progress. Sport, performing arts and subject achievements are also celebrated. The value of active participation and extracurricular activities is highlighted; students are awarded with certificates for any extra-curricular commitment from running charity events in school to participating in poetry workshops. Those students who appear in the media for their achievements are also given a copy of this coverage to keep in their Achievement Folders.

## **Performing Arts Awards Evening**

Award winners are invited to showcase their performances at an evening event and shared meal.

Awards are given in drama, music, dance, art and design technology for

- Outstanding Effort
- Outstanding Achievement
- Outstanding Contribution
- Most Outstanding student

## **Prize giving ceremonies**

Every year we welcome back former Year 11 and 13 students and their parents to celebrate their success at GCSE and A level. Students are presented with their examination certificates and some receive additional subject and school awards.

## **Achievement Folders**

Students are given an 'Achievement Folder' in which they can record their successes and safely store their certificates. Achievement folders are kept with form tutors. These are then presented to students when they leave the Academy.

## **Achievement Boards**

We celebrate students' academic and extra curricular activities with Achievement Boards (high quality photographs) which are placed around the school.



## Appendix D – The role of the form tutor

### Overall role of the tutor

- To have high expectations of all their students, and to support them all to be successful.
- To engage their students in school life and encourage them to participate in enriching school experience.
- To continue to prepare their students for a world beyond school.

### Daily Procedures

- To monitor for any concerns regarding safeguarding
- To develop supportive relationships within the group with the tutor and to develop a sense of team spirit and group identity
- To help to develop the self-confidence of individuals within the group
- To monitor the general pastoral, academic and physical welfare of the students in the form group, act upon any concerns that are not noted and find opportunities to praise where appropriate
- To be punctual to registration
- Complete the daily attendance register
- To discuss absence or lateness with students and its impact on their learning and progress
- To ensure an orderly start to the day in terms of having their equipment
- To check student's uniform as they enter for registration and uphold the high uniform expectations at Eaton Bank Academy. Any students who have uniform issues should be sent to their appropriate pastoral managers for a uniform card and for a phone call home to be made and logged
- To inform the marketing and events manager of worthy news events for sharing with the Eaton Bank Academy community and beyond. To also inform Learning and Progress Managers and members of SLT so that the good news can be recognised and shared publicly
- To issue any necessary announcements, instructions or information to the students from briefing and the bulletin
- To engender the expectation that registration and tutor time is educationally valuable and therefore to be approached with rigour and discipline
- To check that all students have the necessary equipment for lessons and encourage students to bring a reading book to school.

### Weekly

- To read the 'Updates' document distributed by the Director of Pastoral Care
- To check and sign student planners. Planners should be signed by parents/carers weekly. Tutors should monitor the planners so that they are kept in good order
- The checking of planners will also be used to ensure that homework is being set and recorded. Any concerns regarding this should be passed to the learning and progress managers
- To monitor any students on report as well as monitoring any who might be on the verge of referral

- Tutors attend year group assemblies punctually and take a paper register ensuring a quiet and orderly start. Tutors to ensure their group are sat in register order and they are supervised throughout
- Tutors to complete the 'golden ticket' spreadsheet and distribute golden tickets
- Tutors to support learning and progress managers' interventions for literacy and numeracy in tutor periods
- Tutors should follow a weekly plan of activities as coordinated by the learning and progress managers

#### Occasional Procedures

- Complete a fire register in the event of a fire evacuation
- Ensure that letters and other correspondence are distributed as and when required. Ensure that matters arising from parents are discussed with learning coaches or learning and progress managers when appropriate. Action to be taken where appropriate
- In conjunction with learning and progress managers and pastoral managers, meet parents over matters of concern and in appropriate cases attends meetings with external agencies
- To attend tutor meetings as directed by the learning and progress managers and act on matters arising
- Work with individual students, parents, and other stakeholders setting improvement steps, targets, action plans, PSPs for academic or behavioural issues
- Discuss progress and behaviour with students and parents using SISRA and other might affect progress
- Work with learning and progress managers to identify and reward students who are making excellent progress
- To assist as required, in the development of resources, schemes of work and teaching material to support the delivery of PSHE, SMSC, Citizenship and Britishness
- To deliver high quality differentiated lessons on PSHE days which meet the needs of all learners in the group
- To prepare references about students and contribute to reports about students as required for outside agencies
- To ensure that all members of the tutor group understand the expectations for behaviour in the school
- To monitor the behaviour of individuals and support the targeted reporting of some students
- Attend specific evening meetings/events as set out in the calendar.

## Role of the Sixth Form Tutor at Eaton Bank Academy

Believe in Success

### **Overall role of the tutor**

- To have high expectations of all their students and to support them all to be successful.
- To engage their students in school life and encourage them to participate in enriching school experiences, including helping them to develop their knowledge, understanding and skills.
- To contribute to preparing their students for a world beyond school.

### **1. Daily procedures**

- Conduct one to one tutorials to track and monitor academic progress and attendance and review ILPs.
- Develop a purposeful start to the day that is valued by students, tutors and their parents.
- Develop supportive relationships within the group and the tutor, including relationships between year 12 and 13 students, and to develop a sense of team spirit/group identity.
- Monitor the general pastoral, academic and physical welfare of the students in the tutor group act upon any concerns that are noted and find opportunities to praise where appropriate.
- Discuss absence/lateness with students and its impact on their learning and progress.
- Ensure that students are dressed in accordance with the Sixth Form Dress Code.
- Be punctual to scheduled morning tutorials.
- Issue any necessary announcements, instructions or information to students. This includes ensuring all students engage with notices given via staff briefing, sixth form briefings or the bulletin.
- Inform the Marketing Manager of worthy news items, for sharing with the Eaton Bank School community and beyond. Inform Directors of Sixth Form and members of SLT, so that the good news can be recognised and shared publicly through assemblies, if appropriate.

### **2. Weekly procedures**

- Develop students' self confidence, speaking, thinking and independent learning skills through meaningful and purposeful tutorials and scheduled activities.
- Engage students with current affairs and issues that may be new to them thereby broadening their horizons, raising aspirations, and preparing them for future interviews
- Check the performance of students who have a specific behaviour, attendance or intervention plan.
- Attend all assemblies/sixth form briefings, contribute as appropriate, and ensure that students are present, punctual and registered.

### **3. Occasional procedures**

- Ensure that all members of the tutor group understand the shared expectations of students in the Sixth Form.
- Attend tutor meetings led by the Directors of Sixth Form and act on any matters arising.
- Support students in making appropriate subject choices through year 12 and 13 in conjunction with Directors of Sixth Form.
- Ensure that letters and other correspondence are distributed as and when required. Ensure that matters arising from parents are acted upon and, if appropriate, discussed with Directors of Sixth Form.
- Ensure that projected grades and attitude to learning grades are shared with students after all data entry meetings.
- Work with Directors of Sixth Form to identify and reward students who are making excellent progress.
- Discuss progress, attendance, attitude to learning, behaviour and any other required performance data/information with students and parents.
- Meet parents over matters of concern, possibly in conjunction with Directors of Sixth Form, and attend meetings with external agencies if required.
- Work with individual students, parents and other stakeholders on setting improvement targets or action plans, in relation to progress, attendance, attitude to learning and behaviour as required.
- Hold learning conversations with targeted students and feedback to Directors of Sixth Form and other key stakeholders as appropriate.
- Contribute to reports about students as required e.g. for outside agencies.
- Assist as required, in the development of resources, schemes of work and teaching material to support the delivery of PHSE/Citizenship.
- Deliver high quality lessons on PHSE/Citizenship which meet the needs of all learners in the group.
- Attend specific evening meetings/events as set out in the calendar.
- Support the Directors of Sixth Form in the year 11 into 12 transition process.
- Offer support to students as they make decisions about their next steps (university, employment etc)
- Guide appropriate students through the UCAS application process including helping them to make wise choices and to develop their personal statements.
- Write references for UCAS and employers.

### Example Tutor activity timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	World News	Assembly	General Knowledge Quiz	Spelling and Vocab Test	Presentation Prep
Week 2	World News	Assembly	Create a round for the General Knowledge Quiz	Attendance/Progress/Work Review	Presentations

World News suggestions – Use BBC news – a day in pictures, or select any story that students are interested in. Students can then have the opportunity to discuss the stories.

General Knowledge Quiz Suggestions – Use pre-existing quizzes or each tutor group could create their own round of the quiz to be used in the following week by all tutor groups, keep a running score for a tutor competition.

Spelling and Vocab test suggestions – some resources available in the sixth form folder.

Attendance/Progress/Work Review – Tutors discuss individual student's attendance and progress and how to improve, including checking work files.

Presentations suggestions – students prepare a 2-3 minute presentation on a topic of their choice and present to the rest of the tutor group in the following week. It could include Year 13 students suggesting effective A level revision techniques for the Year 12s.