

Eaton Bank Academy

[Behaviour Policy]



Approved by FGB 8th July 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

Eaton Bank Academy, make it clear within its aims that it has high expectations for the young people in our care. The academy also value the climate of mutual respect that exists within the 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 the school community is no different. The young people in the academy's care need clear unambiguous rules, which are understood by all and are focussed on supporting effective learning and teaching. The academy must constantly apply and insist on the over-riding premise that the academy expects 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 the 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 the academy's young people. The academy can also use several provisions within the 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 if they are to develop independent skills and become self-regulating and responsible individuals. The academy wants 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 the academy implements 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 the academy does. However, the academy 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. The academy wants to let all students know that the school appreciates how well the pupils are doing. A consistent approach to rewards and a positive focus on learning is critical to the academy's continued success, as is the message that the academy wants all students in lessons learning.

4. Classroom management guidelines for teachers and teaching assistants

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

- be on time
- ensure academy staff meet and greet students at the door to instill 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
- ensure mobile phones are switched off and put away
- ensure uniform is correct
- praise good work and behaviour
- insist on silence as an expectation when the member of staff is speaking
- prevent students from sitting on tables or desks
- prevent chewing or eating in class, unless it forms an integral aspect of the lesson
- ensure students 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
- ensure they leave classrooms tidy, including a clean board. Keep the classroom door window clear to allow clear view into the classroom
- keep their desks 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. PARS behaviour module (see appendix A)

The use of PARS codes in every lesson for recording 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 that should be displayed in all classrooms and offices. All students are aware of this and the implications for them. The school PARS system is absolutely central to the system and must be utilised in every lesson.

6. Sanctions (see appendix B)

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

7. Rewards (see appendix C)

All teachers, including supply teachers, will implement the lesson monitor system via PARS 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 PARS.

10. Homework

If a student fails to complete a piece of homework or fails to meet the deadline for the piece of work, this will be recorded in PARS.

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 the member of staff took to resolve the incident on PARS.

12. Internal Exclusion Unit (IEU)

The IEU is the academy's internal exclusion unit. This reduces the impact of disruptive behaviour on learning if classroom and departmental buddy systems fail. Pupils remain secluded from their peers. Pupils remain in seclusion for break and lunchtime. Pupils 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

amore 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 the academy's IEU, by prior arrangement. This allows the academy to add an additional layer of support for the academy's own students, as the academy will have the option to seek alternative provision within other local schools, instead of applying a fixed term exclusion. The academy is able to meet the 'Statutory Guidance on Exclusion' by providing alternative provision from the 6th 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 pupil 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 PARS with a 4.

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 refuses to move or subsequently 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 student 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.

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 PARS with a 4.

15. Individual report

Students who have received 3 3s on PARS will be placed on target report. A letter is sent home informing parents. This report must be monitored by the tutor and pastoral managers. The student will carry this to every lesson and the student must 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. 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, the student will be given a uniform card and students will be expected to resolve this issue. If this is not remedied within 24 hours, parents will be contacted. Repeated failure to wear correct uniform will lead to seclusion in the IEU, in the first instance.

- Students may wear one stud per ear lobe. They should be small and plain in style. No other piercing is allowed.
- Students are allowed to wear some make up but it should be subtle and natural
- Students are allowed to wear clear nail varnish, they are not allowed to wear coloured nail varnish. They will be asked to remove coloured nail varnish 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, who 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
- Misbehaviour 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 must eat in the designated eating areas only.

Appendix A: Eaton Bank Academy

BFL: Using lesson monitor to grade behaviour in lessons

Why does the academy need this system?

The use of PARS for recording 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 PARS 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 PARS, the teacher will need to be able to alter the registration codes in the last two minutes of the lesson as appropriate.

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

If the teacher puts a 3 or 4 they must add a comment This is vital as it allows the academy's pastoral managers to respond to parents. It is also vital that the member of staff comments on the action taken.

What is the teacher's role in using the PARS?

Subject teachers

Register students using the above 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 of the date of the detention. Staff should phone home with the reason for the detention.

If a 3 is issued, it is down to the classroom teacher as to which sanction will be applied. Students may receive a break or a lunchtime detention. Subject teachers must refer persistent issues to the Head of Faculty. If this intervention is unsuccessful, this will lead to an after school faculty detention.

Staff must 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 must 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 must 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, parents will receive an e-mail from pastoral managers. Tutors will then be asked to monitor the student, who will be put on target report. If a student is put on report more than once the student will be put on report to the pastoral manager and additional intervention will be put in place. If the issue is academic this may 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 PARS and identify any students who have received 3 3s. They will send an e-mail and the student will be placed on report. This will be monitored by the tutor and if repeated more than once the pastoral manager. 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 a fixed term exclusion or has received a fixed term exclusion will also be put on pastoral support plan. If there are concerns about possible additional needs the student will be referred to the SENCO for a parental meeting and possible SEN focus 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 must 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. Students will be referred to the SEN team for assessment and SEN focus plans if additional needs are suspected.

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. The Deputy Head responsible for behaviour will meet weekly with the Director of Pastoral Care to monitor students 3s and 4s and discuss interventions and possible parental meetings.

PARS monitoring

Level 1: If the 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 level is the minimum of what we expect from our students

- The student should fully comply with all instructions
- The student remains on task throughout the lesson
- The student demonstrates respect for other people's learning by concentrating and co-operating throughout the lesson
- The student takes responsibility for their own behaviour and works to the best of their ability
- The pupil does not talk when others are talking.

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

- If the student arrives late to the lesson without good reason
- If the student speaks when others are speaking
- If the student uses language which is not acceptable to the teacher
- If the student takes themselves and others off task
- If the student uses their phone in lesson/has their phone confiscated
- If the student's behaviour is such that they are required to move seats
- If the student is slow to respond to prompts or instructions on how to conduct themselves
- If the pupil's teacher must add a comment to inform the behaviour team as to why the 3 has been given
- The pupil cannot negotiate their way back to a 2.

Level 4:

- The student directly challenges a member of staff or demonstrate a lack of respect
- The student continues to ignore/defy a specific instruction or prompt
- The student is sent out of the room to a buddy room or if necessary an 'on

- call' referral is made
- The student's behaviour causes significant disruption, having a significantly negative effect on the pupil's own learning and the learning of others
- The student cannot negotiate back to 2 or 3

Other codes which can be used:

5: The student's behaviour meets the criteria for level 2 but they do not have a PE kit

9: The student's behaviour meets the criteria for level 2 but they do not have correct equipment

\$: The pupil's behaviour meets the criteria for level 4 but they do not have correct equipment

?: The pupil's behaviour meets the criteria for level 3 but they do not have correct equipment

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 expected 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.** 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. 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)

- Level 4 will sometimes result in a removal from the lesson.
- 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 repair meeting 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 the academy's 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 PARS by changing the 3 to a 4 and adding a comment. This will lead to 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. 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 to PARS. A call parent text will be sent to parents with the date of the detention; 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 detention

SLT detentions will run on a Wednesday and Friday. The pastoral managers will collect students, where possible, but students will be highlighted on the PARS register and subject tutors must support by reminding students in period five. The Deputy Head and the Director of Pastoral Care will supervise the detentions. The Director of Pastoral Care and the Deputy Head will monitor, data on detentions. Should a student fail to attend a SLT detention, his/her parents will receive a phone call home from their child's pastoral manager and advised that their child 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
- Received a level 4

On call and IEU

Faculties must use the buddy system before using 'on call'. The IEU serves to allow the academy to support students who resist school behaviour protocols. The intervention is housed on site within 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 the academy to work in partnership with local schools, for whom the academy offers 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' 2017)

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 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
- Willful damage to property
- Homophobic or racist bullying
- Bullying

- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour that 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 behavior policy;

And

When 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 the academy’s 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 an email 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.

Outstanding Attendance

Students with 100% attendance are celebrated 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 Head teacher (year 11, 13) or Learning and Progress Manager (all other years).

Praise Postcards

High quality green and gold Eaton Bank postcards are posted to students at home to acknowledge any type of success that staff wish to celebrate.

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.

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.

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

Whole School Awards Evening

Parents and students from Year 8 to Year 13 are selected by staff to attend the prestigious annual awards evening held early in the autumn term. The evening celebrates outstanding academic achievements as well as leadership and contribution to school life. Students and their parents have the opportunity to listen to a special guest speaker who will also present awards alongside the Headteacher.

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 or 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 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 students' uniforms as they enter the tutor room for registration and uphold the high uniform expectations at Eaton Bank Academy. Students who have uniform issues, should be spoken to by their tutor. If the issue persists, the students should be referred to the pastoral manager who will contact home.
- 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 expectations 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 Procedures

- To read the “Updates” document distributed by the Director of Pastoral Care.
- To check and sign student planners. Planners should be signed by parent’s/carer’s weekly. Tutors should monitor the planners so ensure they are in good order.
- To monitor any students on report.
- To attend year group assemblies punctually and take a paper register, and ensure there is a quiet and orderly start to the day. Tutors are to ensure their group are sitting in register order and they are supervised throughout.
- To distribute golden tickets.
- To support learning and progress managers’ interventions for literacy and numeracy in tutor periods.
- To follow a weekly plan of activities as coordinated by the learning and progress managers.

Occasional Procedures

- To complete a fire register in the event of a fire evacuation.
- To ensure that letters and other correspondence are distributed as and when required. Ensure that matters arising from parents are discussed with pastoral managers, the SENCo or learning and progress managers when appropriate. Action to be taken when appropriate.
- In conjunction with learning and progress managers and pastoral managers, to meet parents over matters of concern and in appropriate cases attend meetings with external agencies.
- To attend tutor meetings as directed by the learning and progress managers and act on matters arising.
- To work with individual students, parents, and other stakeholders setting improvement steps, targets, action plans, PSPs for academic or behavior issues.
- To discuss progress and behavior that might affect progress with students and parents.
- To 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 upholding British values.
- 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 behavior in the school.
- To monitor the behavior of individuals and support the targeted reporting of some students.
- To attend specific evening meetings/events as set out in the calendar.

Role of the Sixth Form Tutor

Overall role of the tutor

- To have high expectations of all of 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.

Daily Procedures

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

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 behavior, attendance or intervention plan.
- Attend all assemblies/sixth form briefings, contribute as appropriate, and ensure that students are present, punctual and registered.

Occasional procedures

- To ensure that all members of the tutor group understand the shared expectations of students in the Sixth Form.
- To attend tutor meetings led by the Directors of Sixth Form and act on any matters arising.
- To support students in making appropriate subject choices through year 12 and 13 in conjunction with Directors of Sixth Form.
- To ensure that letters and other correspondence are distributed as and when required. To ensure that matters/concerns from parents, are acted upon and if appropriate, discussed with Directors of Sixth Form.
- To ensure that projected grades and attitude to learning grades are shared with students after all data entry meetings.
- To work with Directors of Sixth Form to identify and reward students who are making excellent progress.
- To discuss progress, attendance, attitude to learning, behavior and any performance data/information with students and parents.
- To meet parents over matters of concern, possibly in conjunction with Directors of Sixth Form, and attend meetings with external agencies if necessary.
- To work with individual students, parents and other stakeholders on setting improvement targets or action plans, in relation to progress, attendance and attitude to learning.
- To hold learning conversations with targeted students and feedback to Directors of Sixth Form and other key stakeholders as appropriate.
- To contribute to reports about students as required.
- To assist as required, in the development of resources, schemes of work.
- To deliver high quality lessons on PSHE/Citizenship which meet the needs of all learners in the group.
- To attend specific evening meetings/events as set out in the calendar.
- To support the Directors of Sixth Form in the year 11 and 12 transition.
- To 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 Quiz	Presentation Prep
Week 2	World News	Assembly	Create a round for the General Knowledge	Attendance, Progress, Work Review	Presentation

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 are available in the sixth form folder.

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

Presentations suggestions – students prepare a two to three 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 12's.