

Eaton Bank Academy

Behaviour for Learning Policy



Approved byon

Next review due.....

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 consistently 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 'can do' and happiness, celebration, success and achievement for all. The 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 school when tiered classroom practices and departmental 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 what 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 their 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 children is not necessary to ensure standards are upheld. A positive approach, a sense of humour and 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 wherever it occurs in a calm, consistent and rational manner.

3. Look for the positive

'Catch students being good' is our mantra. 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 young people including 'the silent conscientious majority' know that we appreciate how well they are doing. A consistent approach to the use of 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 on 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 i.e. Insist on correct uniform; mobile phones should be off and away.
- Praise good work and behaviour
- Insist on silence as an expectation when you are speaking.
- Dis-allow students from sitting on tables, desks or benches.
- Dis-allow chewing or eating in class, unless it forms an integral aspect of the lesson. If a student fails to follow an instruction to stop eating then this is a failure to follow instruction and should be recorded on SIMS.
- Do not ignore bad language or any other form of unacceptable behaviour as to do so is to accept and condone.
- Always challenge inappropriate language, including homophobic or sexist comments and log this on SIMS. Racist comments must be treated seriously and on call used to remove a perpetrator. These incidents must be logged on SIMS and a report completed on the 'Bullying and Racist reporting form' The incident must be logged in SIMS to form a racist incident log which is monitored by the Behaviour and Safety Manager.
- Leave the room tidy, including a clean board at the end of the lesson. Keep classroom windows and doors with unobstructed glass to allow a clear view into a classroom.
- Keep your desk tidy and encourage tidiness.
- Keep displays fresh and attractive according to your department policy.
- Always follow the BfL system.
- 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 HOFs 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 also allows LPMs to focus on homework and equipment.

Above all it supports a culture that promotes and celebrates **achievement and progress** in the classroom. It is presented in a visual form which should be displayed in all classrooms and offices. All students are aware of these 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 recognise/reward positive behaviour and application. Additional rewards will be implemented via the Rewards system and recorded via the Sims behaviour module.

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

Refer to the 'Role of the Form Tutor' and the 'Role of the Sixth Form Tutor'.

9. Student Planner

Students should have their planner with them at all times; it is a valuable tool. If a student claims to have lost their planner payment is required for a new planner as soon as possible and all form tutors will have planner sheets available for a temporary situation. If a student is without a planner then this should be entered into SIMS against the student.

10. Homework

If a student fails to complete a piece of homework at the required time an 8 should be entered into SIMS. If a student fails to complete 3 pieces of homework a letter will be sent home from their LPM.

11. Misbehaviour around school

Always look to be positive and encourage students to correct behaviour. Use unstructured time 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 Behaviour Module.

12. IEU Internal Exclusion Unit

The IEU is our internal exclusion unit staffed by a full time Inclusion Manager. This reduces the impact of disruptive behaviour on learning if classroom and departmental buddy systems fail. It also reduces the need to exclude learners from school for the majority of misdemeanours with all the associated risks to them. Some points to note: Students isolated into 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 lunch and break time.

- Students will use the toilet in the Art Block only.

- Lunch will be brought to them in the form of a grab bag.
- Students who are secluded are coordinated by the Inclusion Manager and BWMs.
- Mobiles are confiscated on arrival for the day.
- The inclusion Manager ensures appropriate work is collected for students or provides work if it is unavailable.

To support the 'Chimney House' schools cluster in East Cheshire with its 'Alternative Provision' system, students from partner schools can be housed within our IEU with prior negotiation. This allows us to add an additional layer of support for our own students as we also have the option to seek an alternative provision within the cluster if referrals to the IEU have little or no impact. We are also able to meet the 'Statutory Guidance on Exclusion' by providing alternative provision from the 6th day and have the option, depending on the situation, to retain our own students or send them to a cluster school.

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.
- More extensive and specific guidelines are visible for students to read and adhere to whilst in the IEU.
- Co-operation with subject staff is vital, especially for Key Stage 4 students and where possible teachers should provide work.
- These rules are made clear to the students on entry into the IEU.
- Failure to co-operate in the IEU may result in the issuing of a more serious sanction. A member of SLT should be contacted if there are concerns about continued uncooperative behaviour within the IEU.

13. On Call System

A call is made directly to the Student services from the member of staff and a sound reason given for the use of On Call. The child remains the responsibility of the supervising teacher until collection. This strategy should be used when:

- 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 disrupt learning.
- A student is found to be without correct uniform in the lesson and refuses to correct it.
- A student refuses to follow instruction or direction of member of staff after following all the behaviour strategies.

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 student services on-call or other on-call members of staff may prioritise in the event of receiving more than one On-call request at a time.

On-call staff will employ a number of strategies to deal with the incident depending upon its nature; a student will be escorted to a teacher with the department 'buddy system' or removed to the IEU as required. The outcome will depend on the misdemeanour and the student's frame of mind. Such

decisions will be explained to the member of staff involved and can be further discussed at a mutually convenient time.

It remains the teachers remit to log the incident in SIMS against the student's name, liaise with the IEU as required and add details of appropriate follow up actions.

Individual report

Students who have reached the attention of the Behaviour and Welfare managers due to a number of 3s or 4s will carry a report with personalised targets to each of their lessons and present this to their teacher at the beginning of the lesson (see below for detailed information on lesson monitoring numbering system). Teachers should complete and sign these at the end of each lesson. It is important when completing reports that staff have read the targets and comment specifically on them. A similar electronic system is also available on SIMS to monitor children more discretely as well as positive reports.

14. Eaton Bank Academy Rules

The correct school uniform is to be worn at all times and the dress code followed as 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 Student Services. They will be given a uniform card and the missing item will be logged. A phone call will be made to the parent/carer and the uniform issue should be resolved within 24 hours. Failure to do so may lead to seclusion of the student until the matter is resolved.

- Students may wear one stud per ear, small and plain in style. No other piercing is allowed. Piercings will need to be removed otherwise students will be secluded 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 and they will be asked to remove it if it is seen. Tutors have a toolkit which includes nail varnish remover.
- Full participation is required in Core time by having the necessary equipment required for the lessons – as a minimum this should include a pen, pencil, ruler and planner.
- Items that challenge the security, safety and health of other individuals are banned and must not be brought on to the school site.
- Students must arrive at their registration room at the start of the day – 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 should comply with the seating plans as set out by staff which will take into account any individual pupil needs.
- All students should aim for 100% attendance.
- All members of the school are to be treated with respect and dignity, both inside the classroom and around the school site.
- Bullying in all its form is unacceptable.
- Students have a commitment and responsibility to their own learning and that of others.
- Behaviour off site 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 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 caused to the school environment will be paid for by the offending individual.
- Eaton Bank is a no smoking site and any smoking or possession of smoking equipment such as matches and lighters are not allowed. The following sanctions will be applied;

First offence will be a meeting with parents.

Subsequent offences will lead to fixed term exclusion.

- Students will receive a sanction for inappropriate use of aerosols.
- Students should eat in the designated eating areas only – see attached area map.

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, tutors, behaviour and welfare managers, learning and progress managers and curriculum leaders to monitor learning of students in lessons. It is also a system that aims to modify behaviour patterns. Above all it supports a culture that promotes and celebrates achievement and progress in the classroom.

How will the BfL 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 registration 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 be able to over-write the registration code originally entered.

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 into the behaviour management link on the right hand side. This is vital as it allows our behaviour welfare managers or the Internal Exclusion Manager to respond to parents. It is vital that the member of staff comments on the 'action taken' and on whether it is resolved or not.

What is my role in using the lesson monitor system?

Subject teachers: Register students using the system; track and monitor performance accordingly using the system. If a 4 is issued then the student will be placed on detention. The parent will be notified by the IEU Manager by call parent. However students should first be given a break time detention, lunchtime detention and then if it is felt appropriate an after school detention. For missing homework the student should receive a departmental detention and only when they fail to attend should this be escalated to a SLT detention. 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 lunchtime detention. Subject teachers should refer issues to the Head of Faculty if this intervention is unsuccessful and this may lead to an after school department detention.

Staff should ensure that break time detentions are held between either between 11.00 and 11.10 if directly after class or 11.05-11.15 if the student is coming from another lesson. This provides the student with the opportunity to go to the toilet and get a drink.

Staff should ensure that lunchtime detentions are held between 12.40 – 1.00pm therefore allowing students to access the canteen.

All departments 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. If a student gains 3 '3's 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 Behaviour Welfare Manager for the appropriate intervention. If the issue is an academic one this should be referred to the Learning and Progress Manager. Tutors should also contact their tutees parents if they are put on report to discuss their progress at the end of the week.

Tutors should also complete the 'Golden Ticket' procedure as outlined in the 'Rewards' Policy. Students should receive golden tickets for receiving all 1's and 2's as well as 100% attendance. Form tutors should identify a 'Star of the week' for each form.

Behaviour and Welfare Managers

The BWM will conduct a weekly check on SIMs and identify any students who have received 3 '3's. They will send a letter home and the student will be placed on report. This will be monitored by the tutor and BWM. The BWM will also monitor all students who receive 4s. These students will be monitored and interviewed by BWMs. BWMs 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. A student who is at risk of fixed term exclusion or who has received fixed term exclusion will also be put on a Pastoral Support Plan.

Heads of Faculty

The Head of Faculty should ensure that each subject area is identifying 'star of the week'. The Head of Faculty should coordinate the display of student work and ensure these are regularly updated. 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 lunch time detentions are being run appropriately. The Head of Faculty should also ensure that the department has a 'buddy room' system in place.

Behaviour and Safety Manager

The Behaviour and Safety Manager will monitor all the level 3 and 4 data. The BSM will meet with the BWMs fortnightly to discuss the issues with the different year groups and will coordinate the strategic approach with the students. Where it is deemed appropriate the BSM will meet with parents to discuss PSPs and interventions.

SLT

SLT will be involved in discussing trends, patterns, successes and concerns as part of the line management meetings with the Behaviour and Safety Manager as well as Head of Faculty.

BFL 'Lesson Monitor' grading

Grade 1: If your teacher upgrades you to a 1. (Achievement comment must be entered into the Achievement section of Behaviour Management)

- 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.

Grade 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.

Grade 3: Although you can be polite and show responsibility for your own behaviour one or more of the following apply:

- 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 BACK TO 2.

Grade 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 may 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.

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 and deal with it in a swift and succinct manner.

Five key Qualities of an excellent teacher

1. Firm, fair and clear boundaries. Meet, greet and correct issues at the door.
2. Interesting and engaging lessons with clear objectives.
3. Consistently good or outstanding teaching.
4. Assertive and confident manner – body language, silent signal, 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 '3' they will move the student down on lesson monitor to a 3. The onus is on the teacher to give the student 2 warnings and then make it clear to the student what they are doing wrong and that it is unacceptable. A behaviour 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 department 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 so that the issue can be resolved between them and an action can be made to avoid this 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. This may happen after the lesson and before the next lesson in cases where a student has been removed.

If the behaviour of the child worsens or the behaviour in the lessons continues it may be necessary to remove the child from the classroom.

Lesson Monitor – Level 4

Removal from the classroom to another room in the department

If the teacher feels the student is persistently disrupting the work and learning of the class despite the appropriate classroom management strategies being implemented they can change the level 3 to a level 4 on lesson monitor and then add the comment in the behaviour management module.

To facilitate the removal:

- Each curriculum 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 curriculum areas in the same part of the school due to availability of colleagues. Copies must be shared with every teacher and should be also given to the BWMs, BSM, IEU Manager, and DH Behaviour and Safety.
- 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 BSM or DH Behaviour, Safeguarding and Attendance.
- 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 an After School detention. The parent will be notified by 'call parent' text. Staff who have removed a student from a lesson should contact the parent to discuss this and the detention set should be a department detention initially. Failure to complete this detention would lead to an SLT detention.
- BWMs, BSM and DH 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 they will go to an 'On Call' referral. They will then be removed to the IEU by a BWM.

Individual Departmental Detentions

Subject teachers will run their own break and lunch time detentions. Departments will coordinate their after school detentions. They should ensure that BWMs, BSM and DH Behaviour have a copy of the departmental BFL policy and the departmental detention arrangements. If a student fails to attend a departmental detention then the student should be issued with a SLT detention by entering the failure to attend in the SIMS behaviour module. A call parent text will be sent to parents however staff should contact parents to discuss the issue. Failure to attend the after school SLT detention will lead to referral to the IEU for a morning in the IEU.

SLT detentions

SLT detentions will run on a Tuesday, Thursday and Friday from 15.00-16.00 in room 10. The IEU Manager and BWMs will collect students where possible but students will be highlighted on the SIMS register in red and Subject tutors must support by reminding students of their detention. Detentions are issued through the BFL system on SIMS after the IEU manager has run a report daily.

Members of SLT and the BSM will supervise the detention in a rota. BSM and DH Behaviour will monitor, track and analyse data on detentions. Should a student choose not to attend a SLT detention

they will receive a phone call home from their BWM and they will be booked into the IEU at the earliest opportunity.

SLT detentions are set for:

- Failure to attend a departmental detention.
- Smoking or being identified in the presence of smokers.
- Failure to attend the break or lunchtime detention for lateness.

On Call and Internal Exclusion Unit

Departments must use the 'Buddy System' before using On Call. The IEU serves to allow us to support students and who resist school BFL protocols or require a sanction requiring fixed term exclusion and it operates as a learning focussed alternative to an external exclusion. The intervention is housed on site above the Art Department 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. They will be taken to the canteen to get lunch whilst other students are in lessons. The facility allows us to work in partnership with other members of the Chimney House group with whom we offer alternative provision. In turn our pupils can be transported to other providers within Cheshire East where parents agree to the intervention as an alternative to fixed term exclusion.

Fixed Term Exclusion

This is a very serious consequence and can only be issued by the Head teacher or Deputy Head Teachers in her absence.

Students will be given fixed term exclusion if they:

- Continue to break the rules of the school after other interventions have been utilised.
- Commit a one off very serious offence.

On return to school the student and parent/carer must attend a re-admittance meeting in which a PSP will be implemented. This meeting will be carried out by BWMs, the BSM, DH or Head teacher where appropriate. The BWM will always attend and the LPM of a student may be invited to attend if there are progress concerns. In some cases the student may be placed into STEPS for re-integration under the guidance of their Pastoral Support Plan.

Governors Disciplinary Panel

If a student has 15 days or more fixed term exclusion in a term the student and parent/carer will be invited to attend a meeting with governors to discuss the exclusion and the reason for it. The meeting will involve the review of the PSP and the establishment of clear targets and action points as well as outlining the clear consequences for the students if they fail to rectify their behaviour. At this point the 'managed move' protocol can be implemented if it is felt that a managed move would be the only way for the student to be able to make modifications in their behaviour.

Documentation for a Governor's Disciplinary Meeting

- Pastoral Support Plans (PSPs)
- Behaviour Log including interventions and impacts.
- Curriculum support information.
- SISRA data

- Attendance data
- Any Safeguarding information which may be relevant
- External Agency records
- SEND information
- Alternative Provision information

Permanent Exclusion

Students who persistently break the school rules or who commit a significantly serious misdemeanour can expect to find themselves at risk of permanent exclusion. The decision is in the hands of the Head teacher and the Governing body. The school adheres to the statutory Guidance for Exclusion.

Appendix C: Rewards Policy

At Eaton Bank Academy we acknowledge the importance of praise and reward and seek to promote and reinforce our expectation of students at any given and relevant opportunity. It cannot be overstressed that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of pupils is promoted by regular praise, congratulations and affirmation – Believe in Success, Celebrate that Success.

We recognise that our students thrive on praise, the trill of success and the glow of recognition.

Achievement Folders

Every student in the school and in the Sixth Form has been given an 'Achievement Folder' to record their success and allow for a permanent record of the school's recognition of this success.

Achievement folders are kept with form tutors and are presented to Year 11 students when they leave the main school.

Class Level

Students are awarded 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. Form tutors also award tutees with a 'Star of the Week' based on this data.

Homework

Students who have an excellent record of completing homework for the deadline are presented with a certificate every half term and letters recognising this achievement are also sent home allowing parents to know the extent to which the school is appreciative of their support with homework.

Attitude to Learning (A2L)

Teachers give students an attitude to learning grade once a half term and students who achieve an average of A2L 1 are awarded an 'Outstanding A2L' certificate, those students with average of an A2L grade of lower than 1.5 are awarded with a certificate acknowledging their 'Excellent A2L'.

Attendance

Students who have 100% attendance per half term are awarded with a certificate. Form groups with the most improved attendance are presented with a trophy and form prize once a half term. Students in these forms are also given a certificate to record this achievement.

Extra-Curricular Involvement

Students are awarded with a certificate 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 given a copy of this coverage to keep in their Achievement folders.

Reward Assemblies

Every term students take part in a rewards assembly where the above achievements are acknowledged and students are presented with their certificates. These certificates are stored in their Achievement Folders.

Specific Year 11 Awards

As a school we understand the importance of Year 11 students striving to succeed in this challenging year. Measurements are taken of students' projected grades throughout the year and those students who have made the most improvement are acknowledged. Letters are sent home to the parents detailing this achievement. Personal letters are given to the students, again recognising this achievement and inviting them to meet with the Head Teacher. The top achievers in the year, based on projected grades are acknowledged in the same way.

Prize Giving Ceremonies

Annually, a prize giving assembly is held to celebrate success of those students who have sat their GCSE examinations. Students and parents are invited to attend an evening ceremony celebrating their exam success, subject nominations and school awards.

A similar evening is held to recognise those achievements of our Year 13 students who are invited to attend a Celebration evening the January after leaving the school.

Hall of Fame and Celebration Displays

A public display of students who been successful in all aspects of their lives are recognised with photographs and descriptions on display boards throughout the school.

Additional rewards

A variety of other methods of rewards exist at Eaton Bank Academy and these include;

- Verbal praise
- Postcard home
- Letter home
- Positive phone call home
- Public display of high quality work

As a school we ensure that students of all ability levels and all year groups across the school can benefit from our rewards processes.

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 and the tutor and to develop a sense of team spirit/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 on SIMS.
- 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 student services for a uniform card and for a phone call to be made.
- To inform the marketing officer 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 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 BSM.
- 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 LPM.
- 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 that their group is sat in alphabetical order and they are supervised throughout.
- Tutors to complete the 'golden ticket spreadsheet' and distribute golden tickets.
- Tutors to support LPM interventions for literacy and numeracy in tutor periods.
- Tutors should follow a weekly plan of activities as coordinated by the LPM.

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 BWMs or LPMs when appropriate. Action to be taken where appropriate.
- In conjunction with LPMs and BWMs meet parents over matters of concern and in appropriate cases attends meetings with external agencies.
- To attend tutor meetings as directed by the LPM and act on matters arising.
- To write tutor reports for students within the guidelines and procedures laid down by AH in charge of reporting to parents.
- Work with individual students, parents, and other stakeholders setting improvement steps, targets, action plans, PSP's for academic or behavioural issues.
- Discuss progress and behaviour with students and parents using SISRA and other information.
- Provide feedback to subject teachers and LPM's on general issues and matters arising that might affect progress.
- Work with LPM's 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 DLD's 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.

Appendix E: 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
 - 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 core time.
 - Complete the daily attendance register according to school policy.
 - 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 Business Manager of worthy news items, for sharing with the Eaton Bank School community and beyond. Inform Director 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 core time activities that target these skills from time to time. See Appendix A.
 - 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 Director of Sixth Form and act on any matters arising.
 - Support students in making appropriate subject choices through year 12 and 13 in conjunction with Director 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 Director of Sixth Form.
 - Ensure that projected grades and attitude to learning grades are shared with students after all data entry meetings.
 - Work with Director 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 Director 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 Director of Sixth Form and other key stakeholders as appropriate.

- Contribute to reports about students as required e.g. for outside agencies.
- Write tutor reports for students within the guidelines and procedures laid down by the school's reporting structure.
- 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 Director 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 students' attendance and progress and how to improve. Including checking work files.

Presentations suggestions – Students prepare a 2 – 3 min presentation on a topic of their choice and present to the rest of the tutor group in the following week. It could include Y13 students suggesting effective A-Level revision techniques for the year 12s.