

# Sir John Talbot's School Expectations and Values

## Appendix M

### Behaviour for Learning

#### Crew

Crew is central to the positive culture at SJT. At SJT culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew, not passengers. Relationships with our students are at the heart of everything we do. One structure for developing this relationship – and supporting students socially, emotionally, and academically – is Crew.

Crew is a space where students feel safe and where they are able to show their strengths and vulnerabilities without fear or favour. The climate created in Crew must allow this to happen.

Crew provides each student with a one-to-one relationship with an adult advisor (Crew Leader) at the school, as well as a consistent and ongoing small-scale peer community. Crew Leaders monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school.

There are a number of core features that exist in Crew sessions that link directly to our 'Narrative for Success.' Students need to feel safe in Crew, they need to attend to make good progress and they need to engage in Crew sessions to ensure success. Crew Leaders, therefore, need to ensure that Crew meetings are frequently used for team building exercises and for group discussions on topical issues. These exercises and discussions help establish Crew identity and a positive school culture. We call this our Crew Curriculum and we believe that if, 'we get Crew right, we get everything right!'

#### Crew Roles and Responsibilities

##### **Crew Leader**

Crew Leaders monitor and support student progress (attitude and attendance), serve as the student's advocate in academic and social situations, and act as the primary contact point between parents/carers/guardians and the school.

##### **The Crew Leader is responsible for:**

- Daily check-ins: this includes: checking on (and reporting to the relevant people, if necessary) the wellbeing of Crew members as well as ensuring that all students are aptly equipped and prepared for the day (ensuring SMART cards are signed for those that do not meet the expected standard).
- Monitoring student attendance: Crew Leaders report (via CPOMS) any student that is absent for 5 consecutive days, or has recorded any unauthorised absence. Crew Leaders are expected to contact home to ascertain the reasons for absence and discuss any support that may be required.
- Monitoring student conduct/attitude: Crew Leaders are alerted when a student 'Fails to meet Crew expectations'. During Crew time, Crew Leaders will address and discuss concerning behaviours. Where poor behaviour persists Crew Leaders will put in place appropriate measures to support the child, this may include: contacting home, holding parent/guardian meetings, conducting a Round Robin, placing a student on a Positive Monitoring Report...etc.
- Delivering Careers and PD education: Each week students will follow a rigorous schedule to support with preparing for the future.
- Housing 'exited' Crew members: if a decision is made to exit a student from lesson, they will (where possible) be placed with their designated Crew Leader (where the Crew Leader is unavailable the student will be placed with their Crew Director/link SLT member or in their Community Reflection area.
- Conduct weekly Crew Reflections: where possible this will be carried out utilising 'circle-up' time. Students are encouraged to reflect through voicing 'Appreciations', 'Apologies' or making a 'Stand'.

##### **Community Meetings**

Community meetings take place once a week. This is opportunity for the year group to come together to celebrate collective success. During Community meetings opportunity will be provided for student voice and self-reflection (Appreciations, Apologies and Stands).

## The SJT Way

At Sir John Talbot's school, we believe in the extraordinary potential of every pupil. We set the highest expectations for their character, their pursuit of excellence in work, and their academic success - empowering them to become the best version of themselves.

The SJT Way clearly defines the schools expectations of every pupil to ensure their success. This is divided up into three specific areas:

**Caring about my achievement:** We expect all pupils to... attend their lessons on-time, actively engage in the learning and produce *beautiful* work.

**Caring about others:** We expect all pupils to... be empathetic, *kind* and work cooperatively with both peers and adults.

**Caring about our environment:** We expect all pupils to...be *respectful* of the school building and the surrounding environment, including the local community.

**Maintaining good behaviour and discipline** may include equitably consistent, fair, and proportionate sanctions for deterrence, protection and improvement of the behaviour of pupils.

## SJT SMART

We expect all students within this community to take pride in their appearance. Students who are dressed smartly think smartly.

SMART cards will be signed if a student:

- does not follow the uniform code of practice.
- wears their uniform incorrectly.
- does not have the correct equipment.

Crew Leaders will check standards twice daily during Crew Time. Students that do not meet the criteria set out in the SJT SMART will have their SMART card signed. Students may still be challenged throughout the day and SMARTS checked.

NB. Students who receive a FULL SMART card (3 signatures) in a week will be placed into detention at lunch time on a Friday. Multiple infringements in a half term will result in parents/carers being invited in for a meeting to discuss concerns further.

As identified under 'SMART' we expect students to come to school dressed in the CORRECT ATTIRE (as published on the school website). Students that come dressed incorrectly (SMART card signed) will be offered correct uniform to borrow for the day (students must leave a personal item as collateral). Refusal to wear this will result in loss of social time or potential isolation (lunch time detention).

*When pupils fail to display expected behaviours as outlined within The SJT Way and schools 'Behaviour Policy', there are clear restorative practices and sanctions that are shared and owned by the community at SJT(refer to table 1). If we do something wrong, we are expected to put it right.*

The Trust's ['Behaviour Policy'](#) (3.1) clearly states that:

- All CYP have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded.
- All staff have the right to teach in an environment where CYP behave.
- Both staff and CYP have a right to feel safe and secure.

## Responding to Poor Behaviour

Behaviour	Staff Responsible for Resolving	Support (if required)	Suggested Actions
Failed to meet Crew expectations (e.g. defiance, rudeness, poor behaviour at	Crew Leader	Crew Director	<ul style="list-style-type: none"><li>• Restorative meeting.</li><li>• Social time detention.</li><li>• Reflection.</li><li>• Crew report card.</li><li>• Communication home.</li></ul>

<i>social/transition time, missing equipment)</i>			
<b>Failure to attend Faculty detention</b>	Faculty Director	Crew Director	<ul style="list-style-type: none"> <li>• Communication home.</li> <li>• Family meeting.</li> <li>• SLT Detention.</li> </ul>
<b>Full SMART card or SMART refusal</b>	Crew Director	SLT Community Link	<ul style="list-style-type: none"> <li>• Community detention (Fri).</li> <li>• Communication home.</li> </ul>
<b>Mobile phone refusal (Safeguarding)</b>	Crew Director	SLT	<ul style="list-style-type: none"> <li>• Communication home.</li> <li>• Daily confiscation.</li> <li>• Reflection.</li> </ul>
<b>Out of lesson</b>	On Call/Monitoring	Crew Director/SLT	<ul style="list-style-type: none"> <li>• Communication home.</li> <li>• Reflection.</li> <li>• Crew report.</li> </ul>
<b>Lesson grade 3</b>	Classroom Teacher	Faculty Director	<ul style="list-style-type: none"> <li>• Restorative meeting.</li> <li>• Subject detention.</li> <li>• Communication home.</li> <li>• Subject report.</li> </ul>
<b>Lesson grade 4</b>	Classroom Teacher	Faculty Director/On Call/Monitoring/SLT	<ul style="list-style-type: none"> <li>• Exit to Crew Leader/Director.</li> <li>• Restorative meeting.</li> <li>• Faculty detention.</li> <li>• Communication home.</li> <li>• Faculty report.</li> <li>• Family meeting.</li> </ul>

(Table 1)

### **Serious Misbehaviour Incidents**

The Trust's '[Behaviour Policy](#)' (3.2) details '**Serious misbehaviours that will never be tolerated in school**'.

#### **Reporting a 'Serious Incident' (for staff)**

1. Any potential '**Serious Incident**' should be logged promptly via Arbor initially by the staff member directly involved.
2. The log should **ONLY** include the appropriate **incident code** as listed in the table (table 2) below.

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse / threatening behaviour against a pupil
VA	Verbal abuse / threatening behaviour against an adult
OW	Use or threat of use of an offensive weapon or prohibited item
DA	Drug and alcohol related
DM	Damage

(Table 2)

3. The **full detail** of the 'Serious Incident' should be logged (by the staff member directly involved) under 'Behaviour (and associated behaviour type)' on **CPOMS**.
4. The incident will be fully investigated by the associated Crew Director or a member of the Senior Leadership Team and a decision on the outcome will be determined by the investigating staff member (or Headteacher if required) and communicated back to the staff member directly involved in the incident.

## Reflection & Internal Exclusion

If a pupil does something wrong, they are expected to put it right. Sometimes this means not being able to engage fully within our community until they do. This is because:

- No adult or child is expected to endure physical, verbal or emotional abuse within our community, and
- Pupils are expected to comply with the values set out in The SJT Way. Refusal or persistent concerns to display a positive attitude could result in cultural issues within our community.

Sometimes students are asked to reflect on their behaviour away from their classroom community if they have behaved in a way that is unacceptable. These reflections are time limited and often only last for part of a session (am/pm) or a day. Reflection may be conducted with an assigned member of staff e.g. Crew Leader/Director or may take place within the Crew Reflection Zone.

For more serious incidents, students may be placed in reflection for an extended period as an internal exclusion.

Authorised staff should decide how long a pupil should be kept in reflection in a reasonable and proportional way as with any other sanction.

Pupils will be expected to work positively and constructively through our reflection protocol and to complete any other work set by staff.

## Suspensions and Permanent Exclusions

As stated in the Trust's 'Behaviour Policy' (section 11): *Where a school's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other CYP and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.*

Any pupil that is suspended for a period of time is required to attend a readmittance meeting prior to returning to school. The pupil **MUST** be accompanied by an appropriate adult. The purpose of the readmittance meeting is to allow opportunity for reflection and to agree support and intervention to mitigate against further issues.

## Readmittance Meeting Structure

Suspension No.	Staff Involved
1	Crew Leader Crew Director *a serious one off incident may require involvement from SLT.
2	Crew Director AHT (Community Link)
3	AHT (Community Link) DHT
4+	AHT (Community Link) DHT HT

## The 'Emergency Alert' Button

The 'Emergency Alert' report is monitored each period by a member of staff allocated to On-call/Monitoring. If alerted, the assigned member of staff will prioritise and attend the classroom where the incident has been reported from.

The 'Emergency Alert' button may be activated by a staff member due to one of the following concerns:

- **Low Level Behaviour Concern – Check-In:** The behaviour of a pupil is becoming a concern. Appropriate adaptations have been made, but the pupil continues to demonstrate behaviours that are disruptive to the learning of others. A member of the On-call/Monitoring team will attend to provide support (this may involve a short movement break or to issue a final warning).

- **Low Level Medical Concern:** A pupil is complaining of a minor medical issue e.g. a headache, stomach ache...etc. A member of the On-call/Monitoring team will attend to triage the issue. If required, further support will be sought from a designated first aider.
- **Serious Medical Emergency:** A serious concern for the wellbeing of a pupil has arisen. Immediate referral will be made by the member of staff On-call/Monitoring for a designated first aider to attend to incident.
- **Left Lesson With Permission:** Should a pupil leave your lesson without permission a member of staff assigned to Student Support/Monitoring will pick up.
- **Student Removal:** Behaviour of a pupil has become unmanageable. All available in class adaptations/interventions have been exhausted and the behaviour is so extreme that it is significantly impacting on the learning of others. A member of the On-call/Monitoring team will attend and remove the pupil. The pupil will be exited and placed with their 'Crew Leader' (or Crew Director, if Crew Leader unavailable). *NB. It is the classroom teachers responsibility to action an appropriate sanction following a 'Student Removal'. This MUST include conducting a timely 'restorative meeting' to address the misbehavior and set clear targets for moving forward. In the first instance, support (if required) should be sought from the Faculty Director or Crew Director.*

### The role of parents

Parents should be briefed on our high expectations in parallel with their child. Positive relationships with parents is essential for our policies and protocols to be effective.

All staff, especially Crew Leaders are expected to maintain open and honest relationships with parents through positively communicated 'deposits' which build trust if they need to make a 'withdrawal'. This regular communication should ensure 'no alarms and no surprises' for parents.

### Rewards and Celebrations

**Promoting Good Behaviours (PGB)** is our proactive way of catching pupils being good, rather than just reacting to poor behaviours. Pupil's that display behaviours in line with the SJT Way will be recognised and rewarded.

### **Individual Recognition**

- **Lesson Grade 1** (+2 points) : A pupil will be issued with a lesson grade 1 if they exceed the expectations set by their class teacher. Each week the pupil with the most lesson grade 1's in each Crew will be recognised and will be issued with a further '**Crew Award**' (+4 points).
- **Lesson Grade 2** (+0 point): A pupil will be issued with a lesson grade 2 if they meet the standard expectations set by their class teacher.
- **Crew Award** (+4 points): The pupil(s) with the highest weekly total of lesson grade 1's will be issued with the 'Crew Award'. This will be further incentivised through receipt of a personal prize, as well as receiving a 'jump the queue' pass for break and lunch for the week.
- **SJT Caring Award** (+5 points): Caring for my achievement, for others, the environment will be issued to a pupil for displaying behaviours that reflect the values of the SJT Way.
- **Outstanding Contribution to School Life/Community** (+5 points): This is awarded to an pupil that actively contributes to the wider community of the school. This may include representation in a club or for a school team, participation in a school performance...etc.
- **Golden Attendance Award** (certificate): Awarded each half term in 'Community Meetings' to any student with 100% attendance for the allotted time period.

### **Rewards Events/Trips Eligibility**

*Each pupil will begin the year with zero (0) points. Eligibility for any rewards events/trips will be dependent on a pupil maintaining or exceeded this total. A pupil with a negative points total at the time of event/trip cut off point will not be able to participate or attend.*

### **Crew Rewards**

Each week whole Crew progress is tracked and monitored. Once a week Crew members will engage in 'Crew Reflection'. This will allow pupils opportunity to consider their conduct, attitude, performance and

attendance for the week. Pupils will be encouraged to actively contribute to Crew Reflection through making one of the following:

**Appreciation:** Open recognition of the positive action or contribution of another individual.

**Apology:** Recognition of personal poor actions/decisions, displaying responsibility and ownership for wrongdoings.

**Stand:** Declare/defend a concern witnessed or involved in – to hold others to account.

Weekly Community Meetings will celebrate Crew performance in terms of 'conduct' and 'attendance'. The top three Crews (each week) for each category will be allocated with 3, 2 and 1 point(s) respectively. At the end of each half term the Crew(s) with the highest overall points total will receive a reward of their choice (selected from a pre-determined list).

### **Learning for Life (WAVES and Interventions)**

[The Learning for Life \(Lfl\) Framework and WAVE Guidance](#) are tools to ensure parity across all Marches Academy Trust settings, and to assist practitioners in their support of CYP. This framework and guidance offers pathways for CYP who may be WAVE 1 – 4 (displaying some level of concern or vulnerability) and recommends steps to be taken to support a CYP to the best possible outcome.

At SJT each WAVE is divided into three clearly defined areas, attendance, attitude, attainment. Regular 'round tables' take place to review progress of all CYP identified as being on WAVE to ensure that appropriate support and intervention is put in place.

### **WAVE Roundtable Schedule and Deadlines**

WAVE	Required Staff	Frequency
1	Subject teacher(s) Crew Director(s) Attendance Officer	Half termly
2	Subject teacher(s) Faculty Director(s) Crew Director(s) Attendance Officer	Half termly
3	Faculty Director(s) Crew Director(s) AHT (Community Link) Attendance Officer	Tri-weekly
4	HT DHT(s) SENCO Attendance Officer	Tri-weekly

### [WAVE Interventions](#)