



## Our values:



## Behaviour for Learning at Shrewsbury Academy

### A graduated consistent approach to Behaviour

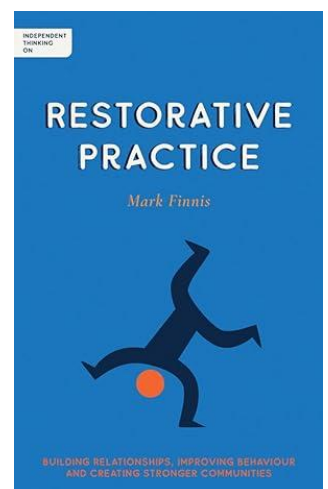
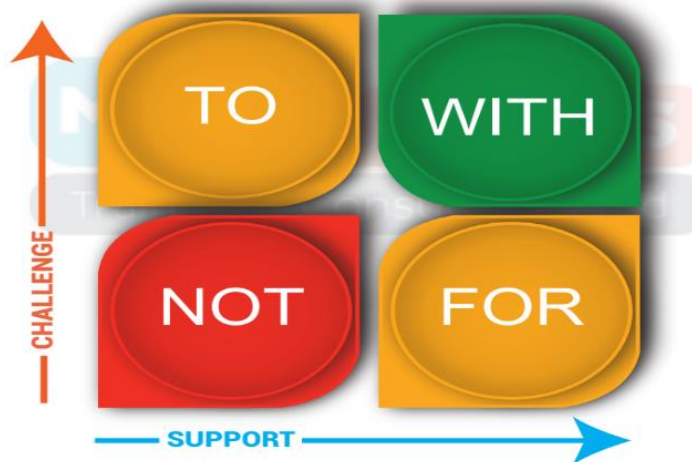
All behaviours, both positive and negative, are a form of communication, a plea for help or an expression of satisfaction.

Shrewsbury Academy aims to provide a structure in which all students feel safe and secure.

The aim of our Behaviour for Learning Policy is to ensure consistency and clarity. Shrewsbury Academy seeks to support students to reflect on their behaviour, to move forward learning how to modify responses or actions.

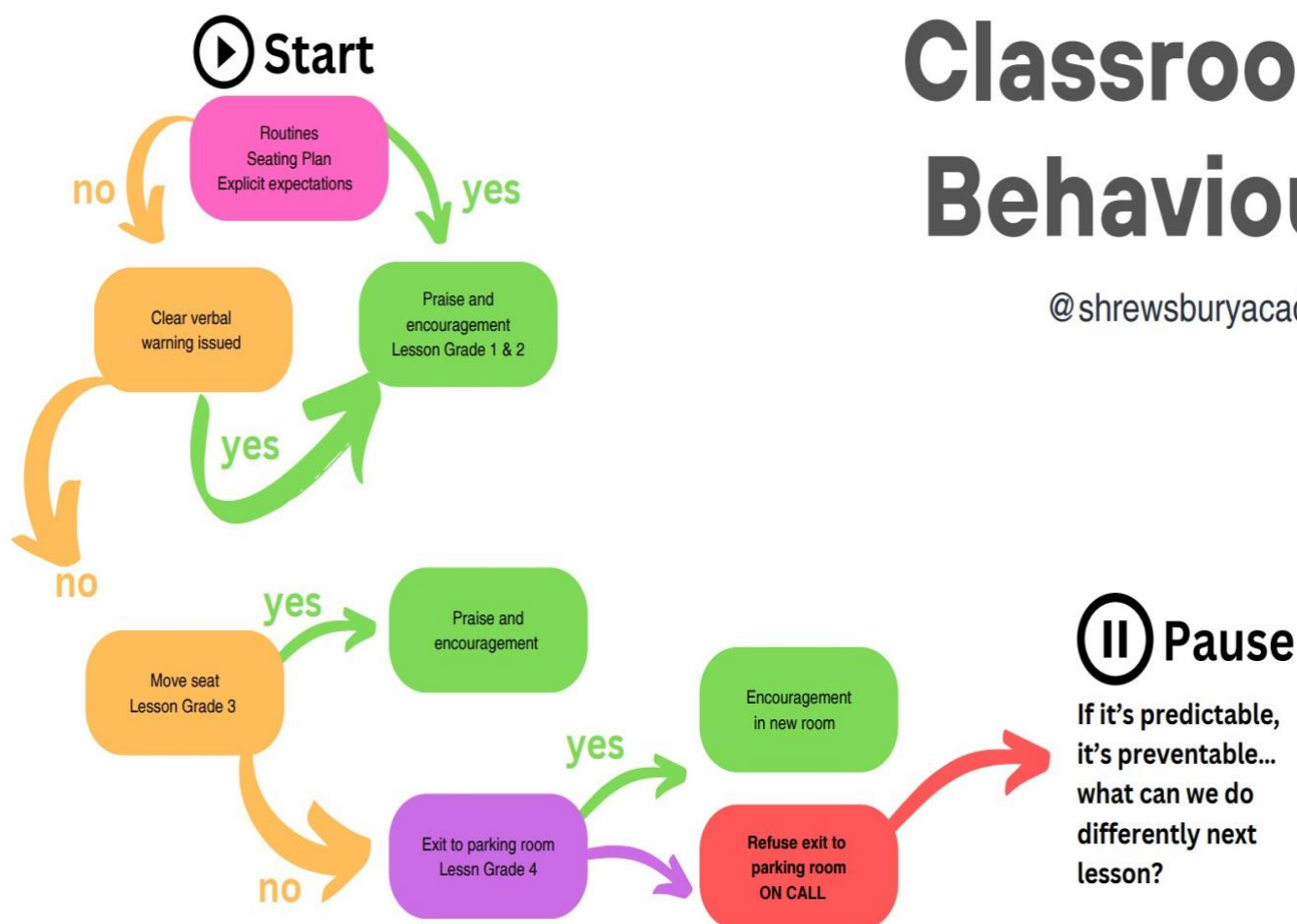
Shrewsbury Academy strives for “connection before connection”, to build relationships with young people to support their potential, their learning, their emotional health and social interactions with others.

Shrewsbury Academy has adopted the Mark Finnis Restorative Practice approach and all staff have received training. We are also a trauma informed school.



# Classroom Behaviour

@shrewsburyacademy



## **Behaviour Structures and Procedures**

On a day-to-day basis students receive pastoral support from their form tutor. Each year group has a dedicated Director of Progress who support the teams of form tutors. There is a Senior Leader attached to each year group who is responsible for raising standards.

Students line up in year groups at the start of each day to maintain high standards of uniform and behaviour and ensure that there is a calm and purposeful start to the day.

During the school day students are further supported by the Behaviour Team, whose primary role is to de-escalate situations and support students to emotionally regulate and make positive and rational choices.

All staff meet and greet the students at the start of every lesson.

At the end of each lesson students are awarded 'Lesson grading scores' by their teacher. These are graded 1-4. With 1 being the highest. Reports are also generated on a weekly basis to collate lesson grading scores and behaviour incidents so that there can be further conversations, consequences, and interventions.

Behaviour structures and procedures are outlined in the student planner and regularly communicated in form updates and assemblies.

## Attitudes and Systems

Our aim is to ensure that all students experience personal success in their journey through our school. We use Arbor as a tool to RECORD, MONITOR and TRACK student attitudes to (AtL), and behaviour for (BfL) learning. Lesson grades feed directly into our rewards system.

### Lesson Grading System

Lesson Grade 1	Lesson Grade 2	Lesson Grade 3	Lesson Grade 4
Student has produced work ABOVE teacher expectation.	Student has produced work TO teacher expectation.	Student has produced work BELOW teacher expectation.	Student has FAILED to meet class teacher expectation and as a result has been exited or has LEFT without permission.

NB. Communication home will be made by the class teacher or faculty director/lead to discuss the reasons for exiting a student (telephone conversation or email). Any member of staff can communicate home where a student is causing concern.

Should a student choose to truant their lesson, or there are concerns regarding disruption to learning, a student may be placed in the Reflection Room:

Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	3.10-3.30
Picked up P1 or 2			Picked up P3 or 4			Picked up P5	

Use of the Reflection Room is based upon the ides of certainty rather than severity.

A student may be placed into Reflection for period 1, 2 and break; period 3, 4 and lunch or period 5 until 3.30pm.

Parents/carers are notified.

Use of the Reflection Room affords students a return to learning.

In the event an incident has taken place, students may be referred for a day or half day in Reflection Room instead of any suspension.

Within the room, students complete curriculum work in line with their subject curriculum plan.

Further sanctions may be deployed and these are outlined in Trust Behaviour Policy.

## Wave of graduated support

Our vision is to offer a provision that meets the needs of all students, through the universal offer and to provide targeted interventions if needed to ensure that our students learn, thrive and achieve success, ensuring they are fully prepared for their next stage of education, employment and training.

The majority of our students needs can be met through Quality First Teaching and the Universal offer. There will be some students who will receive Wave 1 and 2 interventions, offering support programmes that are time limited, with the aim of enabling the student to make progress in the identified areas of need and therefore be able to succeed in school.

At Shrewsbury Academy the Wave 1 and 2 offer includes the following interventions:

- Nurture Curriculum to support with transition from primary school.
- Speech and Language therapy delivered in school.
- Mental Health Support Team therapy sessions.
- Rest easy Mental Health coaching sessions.
- Access to the Raise room and SEND hub as part of a blended timetable.
- In school counselling.
- In school mentoring.
- Attendance surgery and mentoring.
- Academic tutoring.
- Person Centered Plans.
- Equine therapy sessions.
- Purple Leaf targeted sessions.
- Social prescribing.
- School nurse.
- Pet therapy.
- Mat Islands IAP provision
- Mati Direction off site

## **Rewards System**

Recognising success and achievement at Shrewsbury Academy is essential for allowing all students to showcase their talents and hard work. To support this, we introduced a new House System at the start of the 2023/2024 academic year. This system encourages students to participate in academic, social, sporting, community, and creative competitions, fostering their aspirations to succeed. Students can earn rewards for their efforts in various areas such as hard work, attendance, punctuality, charity work, and sporting excellence, among others. The students voted to name the houses after notable individuals from various fields, as well as an amazing individual who left his mark on the school.

Throughout the year, we host Awards afternoons each term allowing staff, governors, students, and families to celebrate students' successes together.

At Shrewsbury Academy, we aim to cultivate a culture where hard work, dedication, and kindness are celebrated. Recognizing students' positive behaviours is central to our philosophy.

Over the next academic year, we will refine the Rewards and House System to capture all aspects of success, no matter how small. This effort will involve the entire school and the wider community, highlighting the important role the school plays in the local area.

### **Knowing the students**

A key driving factor that we are focusing on this academic year is “getting to know the students”. We want to understand every child’s needs, personality, hobbies, and pastimes. This will also be complimented in reverse by staff allowing students to know about them. Students learn better with staff they have a positive relationship with, so a drive to improve both rewards and behaviour this year is understanding every student.

## Student House System

At Shrewsbury Academy, our House system is an integral part of every school day. We have three houses, each with their own House Captains, Deputies and House Coordinators. These students are the face of each house and have very important roles to enthuse and motivate students within their house. They are the building blocks to our House System.

Students and staff were asked for their input regarding the names of Shrewsbury Academy's three houses. These were based upon famous people of a variety of subjects with one anomaly.

Our three Houses are:

### Attenborough: David Attenborough

#### *'Integrity'*

A British broadcaster, biologist, natural historian, and author. David Attenborough has devoted his life to documenting the love story between humans and nature. His dedication to research, documentation, and advocacy for the protection of nature and its restoration shows his admiration and resilience to the cause.



### Mazan: Philip Mazan

#### *'Empathy'*

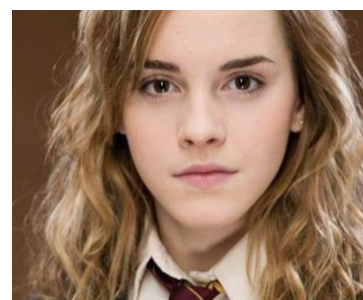
A student who was full of life. He inspired those around him and worked hard to ensure he did not fall behind in school all whilst battling cancer for many years. Philip had the ability to make everyone smile with his jokes and inspired both staff and students. Philip will always be remembered and we, at Shrewsbury Academy, will continue to celebrate his life.



### Watson: Emma Watson

#### *'Creativity'*

Emma Watson is a British actress, activist, and model. She is a strong advocate for women's rights and is deeply involved in promoting girls' education. From a hero in the Harry Potter films, to a hero for gender equality, it is undeniable that Emma Watson is a visionary leader of our generation.



Every student and member of staff is placed in one of the Houses when they join Shrewsbury Academy. By being a member of the House family, students and staff are encouraged to show team spirit, to be proud of their house and Shrewsbury Academy.

At the very heart of the House System is our Trust vision: 'Achievement through Caring'.

Each student can purchase a House badge that represents the House that they are in.

Throughout the academic year students will have a chance to enter house competitions from all areas across school. This ensures that everyone has an opportunity to represent their house in something that they enjoy or are good at.

For example, house events include sporting activities, art competitions, cookery contests and several other activities that are both individual and grouped as well as within form groups. Staff lead by example and take part in the same events.

All students have the opportunity to earn House points; House Points are at the heart of our rewards system. Points are awarded for things such as good work, contribution to lessons, community spirit and participation in House competitions. Students can also gain valuable House points every week for doing the right thing or going the extra mile.

Our annual Sports Day also contributes to the running total for House points and at the end of the academic year all House points are added up and one House wins the overall shield.

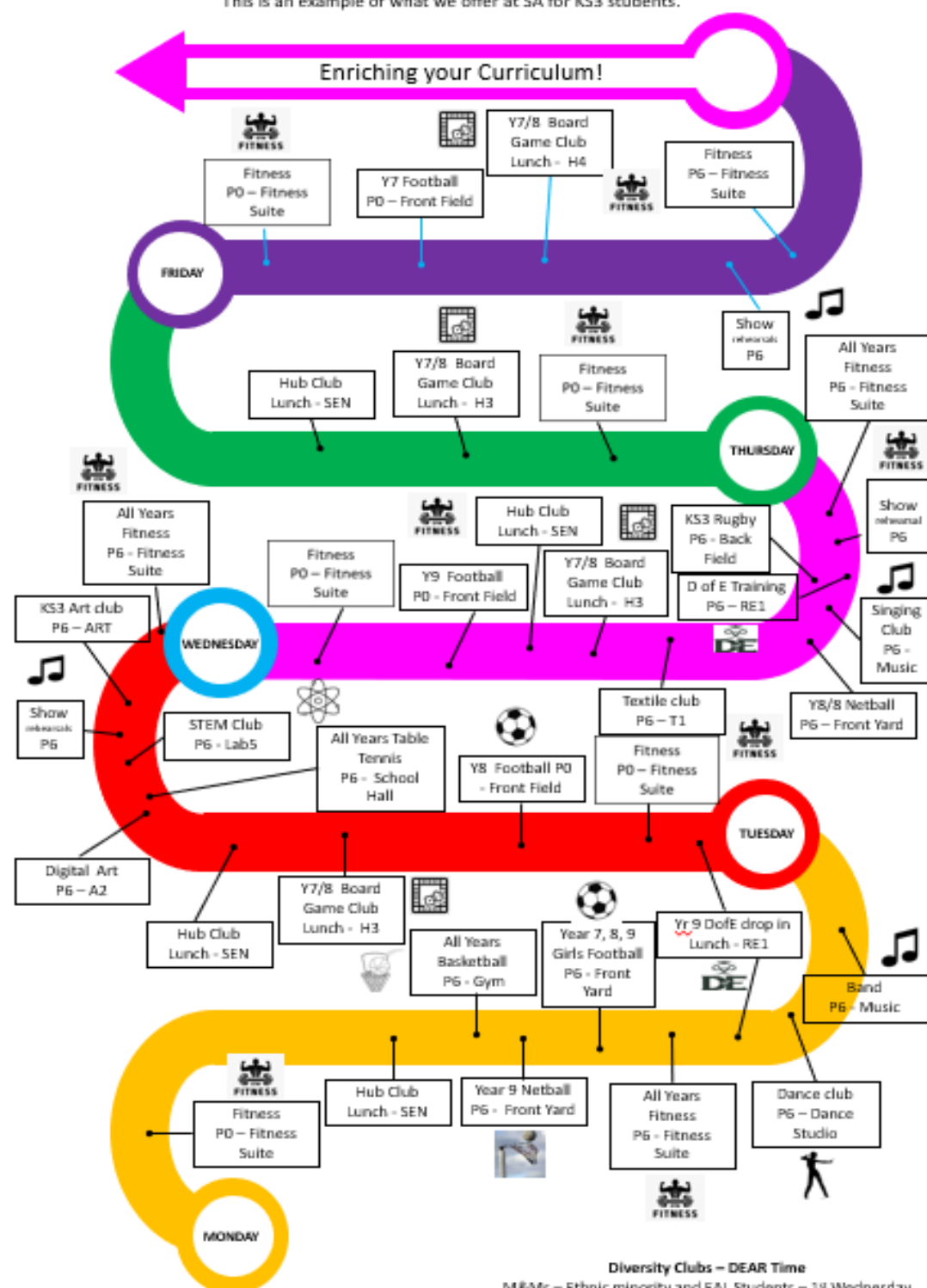


# Enrichment Journey

## Extra Curriculum Journey KS3

### Example of KS3 Extra Curricular Journey

Extra-curricular provision changes on a termly basis.  
This is an example of what we offer at SA for KS3 students.



#### Diversity Clubs – DEAR Time

M&Ms – Ethnic minority and EAL Students – 1<sup>st</sup> Wednesday

Super Novas – Neurodiverse students – 2<sup>nd</sup> Wednesday

Skittle Club – LGBTQ+ – 3<sup>rd</sup> Wednesday

#### Chess Club

Chess lesson – Every break – M1  
Chess games – Every break – M1

# Enrichment Journey

## Extra Curriculum Journey KS4

### KS4 Extra Curricular Journey

Extra-curricular provision changes on a termly basis.  
This is an example of what we offer at SA for KS4 students.

