



## Behaviour for Learning (BfL) Policy

<b>Owner:</b>	Principal VP i.c. of Behaviour	<b>Date of next review:</b>	September 2020
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The policy was revised following consultation with the Principal and The Aspirations Academies Trust, the Academy Student Council and Budmouth staff.

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# 1 Introduction

Our aim is to establish the highest possible standards of behaviour at Budmouth Academy. This is important so that the academy is always a caring, friendly and happy place where learning can flourish and so that students can go on to meet their future ambitions.

Students' behaviour around the academy should be of a very high standard; every lesson should be characterised by a clear, focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy; confident that their working environment is one where people are kind, courteous and respectful at all times.

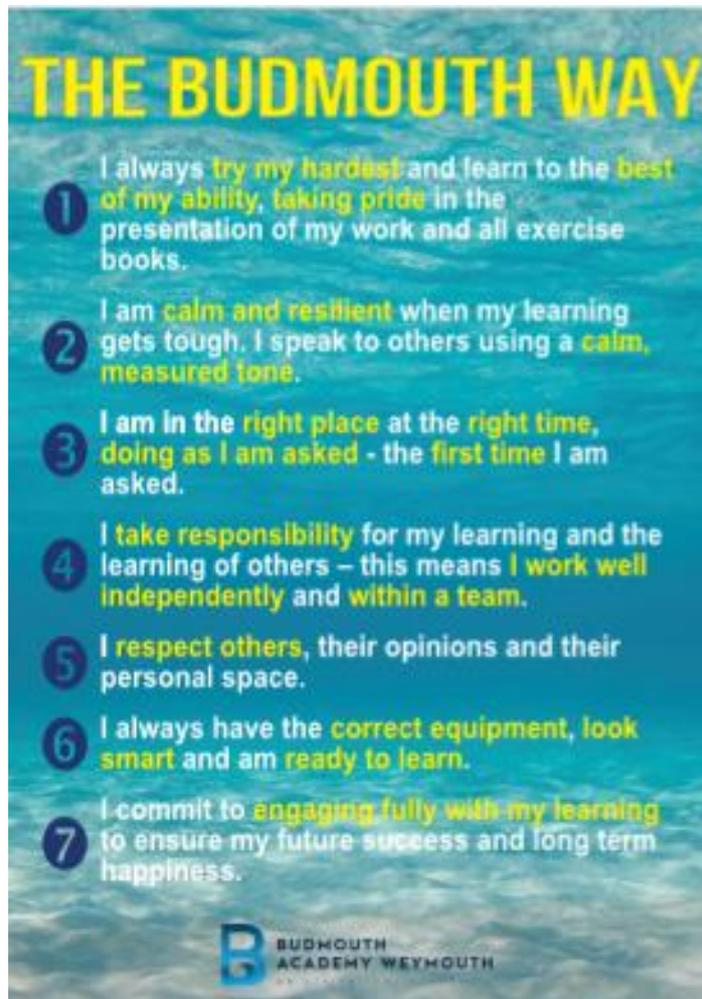
A successful behaviour system must have a positive core. We operate a comprehensive system recognising when students get it right and giving positive acknowledgements in various ways.

We celebrate achievement in all its forms – including academic success, extra-curricular engagement and service to the community.

We will acknowledge and celebrate all students who receive high numbers of achievement points throughout the year, this recognition happens in a number of ways including phone calls, postcards, letters and invitations to celebration evenings at the end of the academic year.

At its heart, our behaviour policy is an extremely simple system for behaviour management: students are either prepared and ready to learn and will be recognised for this, or they are not and sanctions will be applied.

To ensure desirable behaviour from all students we ask all students to follow 'The Budmouth Way'.



## 2 Aims:

Our Behaviour for Learning Policy will be underpinned by three simple concepts:

<b>Ready</b>	Be ready to learn
<b>Respect</b>	Be respectful to others
<b>Safe</b>	Be safe and responsible

These are to be displayed prominently in all classrooms and around the Academy. Staff will refer to them regularly.

- Budmouth will be a well-ordered environment supported by a rich curriculum that allows all students regardless of individual differences and circumstance to flourish and achieve the best results possible.
- To provide staff, students and parents with a consistent approach to behaviour management so that there is clarity about what is acceptable behaviour and the consequences for a student who chooses not to behave responsibly.
- To encourage and develop within students the ability to take responsibility for their actions, to self-regulate before consequences need to be applied.
- To outline our system of recognition and sanctions.

## 3 Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in academies.
- Searching, screening and confiscation at the academy.
- The Equality Act 2010.
- Use of reasonable force in academies.
- Supporting pupils with medical conditions at the academy.

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a academy's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require academies to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give academies the authority to confiscate pupils' property.
- DfE guidance explaining that maintained academies should publish their behaviour policy online.

## 4 Roles and Responsibilities

### The Principal is expected to:

Review this behaviour policy in conjunction with the Senior Leadership Team, giving due consideration to the academy's statement of behaviour principles.

The Principal will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### Teachers will be expected to:

- Meet and greet students at the door and welcome them into the classroom.
- Ensure that all students stand quietly behind their chairs and get their books/equipment out of their bags and placed on the desk. The teacher will direct them to begin the starter activity or "Do Now Task". During which the teacher takes the register.
- To explain the academy expectations as a reminder to the class.
- At the end of the lesson, students stand quietly behind their chairs and once the teacher is satisfied that the room is tidy and the students are calm, they will be dismissed.

### Students are expected to (code of conduct):

- Arrive promptly for the start of the lesson.
- Wear their uniform in a tidy fashion.
- Have the equipment for learning – Compulsory equipment includes: Pencil case (30 cm long, clear plastic pencil case is recommended), Helix Maths Set, Rule (30cm rule recommended), Compass, Protractor, Casio FX-83GT Plus calculator, 3 black or blue pens, 3 HB pencils, highlighters (one must be yellow), 1 mini white board pen, 1 green pen.
- Sit where they are instructed to sit – teachers will devise the seating plan.
- Enter the classroom silently and stand behind their chairs.
- Listen when others are talking.
- Keep off task conversations for social times.
- Work in silence when a teacher asks them to do so.
- Allow others to learn.
- Stay in their seat.
- Not eat or drink (only water is allowed in lessons).
- Speak to others with respect.
- Accept sanctions when given.
- Refrain from behaving in a manner that brings the academy into disrepute, including when outside academy.

### Parents are expected to:

- Support their child in adhering to the academy behaviour policy.
- Inform the academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the Head of School or Pastoral Support Leader promptly.

## 5 Definitions:

**Misbehaviour** is defined as any behaviour that fails to honour our three core values – The following are examples of behaviour types, this is not an exhaustive list.

Be Ready for Learning:

- Disruptive behaviour in lessons that distracts others from their learning.
- Inadequate effort in learning.
- Non-completion of classwork or homework.
- Persistent lateness to lesson.
- Truancy from lesson.

Be Respectful:

- Disruption in corridors between lessons, and at break and lunchtimes.
- Verbal abuse directed towards another student.
- Talking over other students in class.
- Incorrect uniform.
- Failure to bin rubbish.
- Failure to use the appropriate voice level for learning tasks as directed by teacher (silent, paired work, group etc).

Be Safe and Responsible:

- Damage to property through irresponsible behaviour.
- Possession, use or distribution of any form of smoking material on academy site or outside whilst wearing academy uniform.
- Mobile phone seen and turned on.
- Failure to hand over mobile phone to member of academy staff when asked.
- Failure to carry out instructions issued by member of academy staff.

**Serious Misbehaviour** is defined as any behaviour that is seriously detrimental to our three core values:

Be Ready for Learning:

- Any behaviour that seeks to belittle or embarrass a student whilst they are engaged in learning.
- Repeated poor behaviour choices in lessons.

Be Respectful:

- Refusing to follow instructions from any member of staff.
- Repeated breaches of the academy rules.
- Bullying of any sort.

Be Safe and Responsible:

- Leaving the academy site without permission.
- Intentional damage to property.
- Fighting with another student.
- Internal truancy.
- Using mobile phone during the academy day on academy grounds.

**Extreme misbehaviour**, which will be dealt with by a senior member of staff and could result in: immediate removal from a lesson to the BfL room, academy based exclusion, fixed term exclusion or in the most extreme cases permanent exclusion includes behaviours such as:

- External truancy.
- Swearing at or about a member of staff.
- Intentional damage to displays or equipment.
- Intentional damage to academy building, furniture, displays or equipment.
- Racist, sexist, homophobic or discriminatory behaviour.
- Bullying of any sort (a repeated incident of intentional harm physical or mental).
- Physical harm to a member of staff, either through irresponsible behaviour or intent.
- Physical harm to a student, either through irresponsible behaviour or intent.
- Violence, aggressive or intimidating behaviour towards any member of the academy community.
- Unsafe or dangerous behaviour.
- Possession, use or distribution of drugs and other illegal substances including tobacco, alcohol and vaping paraphernalia and materials.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Possession of any prohibited items that could cause harm to others, including, but not restricted to, knives or weapons, lighted materials, fireworks, pornographic materials.
- Improper use of emergency alarms.

***The Principal reserves the right to permanently exclude as a result of extreme misbehaviour. A student who supplies drugs, illegal substances or carries prohibited items that could cause harm to others is at immediate risk of permanent exclusion.***

## 6 Bullying:

Is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Through our PSCS curriculum and assemblies, the academy will educate our students on the harm of bullying and the action students can take to reduce its incidence and overcome its consequences.

We will publicise across the academy and at regular opportunities guidance to students on who they can approach for support should they be bullied (See Appendix 2: Ant-Bullying Guidance).

The following steps may be taken when dealing with incidents of bullying:

- If during a lesson apply the normal sanctions and follow up after the lesson as set out below
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. This member of staff will report the incident to the appropriate Pastoral Leader (Head of School, Pastoral Support Leader).
- The Pastoral Leader will interview the alleged victim and record all on a witness statement. The extent of the bullying will be ascertained and the name of the alleged perpetrator(s) identified. This should be recorded in SIMS as a linked document to the student's file. The Pastoral Leader will arrange for any required support for the student (e.g. Academy Counsellor, outside agency support).
- The Pastoral Leader will interview the perpetrator(s). This student will be required to reflect on their behaviour and its consequences, give a reason for them and identify steps they will take to prevent a repetition. They will be issued a Academy Detention for the harm they have caused.
- The Pastoral Leader will communicate with the parents of both the victim and perpetrator to inform them of action the academy has taken.
- When there is "reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm" (Children Act 1989) the Pastoral Leader will refer to the Designated Safeguarding Officer who may refer to Children's Services.

## 7 Recognition of Positive Behaviour (rewards):

Positive behaviour in lessons and around the academy, representing the academy such as in in sporting, performing arts and taking leadership responsibility will result in positive recognition. Teachers will record positive effort and attainment on SIMS and this will result in the following (examples, not an exhaustive list):

1. Positive telephone calls home on.
2. Positive Postcards or letters sent home.
3. Signing of students +BfL card.
4. Above and beyond.
5. Exceptional piece of work.
6. Student of the week.
7. Tutee of the week.
8. Representing the Academy in events e.g. Open Evening or representation and performance in 'Intra-school competitions'.
9. Achievement awards – Bronze, Silver or Gold Award issued termly.
10. Zero Hero awards – Bronze, Silver or Gold Award. Issued termly.
11. Attendance awards – Bronze, Silver or Gold Award. Issued termly.
12. Aspiration Awards – Self-worth, Engagement, Purpose. Issued termly.
13. Principal's Award – issued termly via recommendation from the Head of School.

The academy will regularly ask the student council for their ideas and input into how best to recognise students' positive behaviour.

## 8 Classroom Management:

### Expected behaviour and consequences

If a student fails to follow the three simple concepts of Ready, Respect, Safe, and chooses to disrupt their learning and the learning of others, the academy sanctions will be used as set out below.

Sanctions will be imposed if a student is not following the three key rules – Ready, Respect, Safe and disrupting the learning of others by not adhering to the Behaviour for Learning policy:

The teacher will remind the class of the academy expectations at the start of the lesson.

### Classroom Consequences – issued by class teachers:

**Step 1 - Formal Warning:** issued for a first poor behaviour choice, if a student is not ready to learn a verbal warning is given by the teacher. and the student is logged onto the Academy Information Management System (SIMS).

**Step 2 - Class Exit:** If the student continues to make poor behaviour choices and disrupts their or other students learning the teacher will instruct the student to step outside the classroom. The teacher will at the first available opportunity (not exceeding 5 minutes) speak with the student explaining the expected standards of behaviour and checking that the students understands this and understands the consequence of any further poor behaviour choices. The teacher will log this sanction onto the Academy Information Management System (SIMS).

**Step 3 - Subject Removal:** If the student chooses to continue disrupting the lesson, they will be instructed wait outside the classroom. The member of staff will press their 'emergency alert' button on SIMS. The member of staff on-call will collect the student and escort them to the Behaviour for Learning Room (BfL).

- The student will spend the remainder of that lesson, plus the next two lessons, in BfL.
- Parents will be notified by text, email or a telephone call about the removal and the sanction.
- Students removed to BfL will spend one social time there, either a morning break or lunch break. If lunch break, then they will be escorted to the canteen to purchase food or collect Free Academy meals as required.

The teacher will log this sanction onto the Academy Information Management System (SIMS).

### Further Consequences – issued by Pastoral Support Leaders, Head of School and Senior Staff

**Step 4 - Repeat Offences:** If the student's behaviour reaches a significant level or the student is removed from another lesson that same day, or disrupts once in BfL, the student will spend 5 lessons in BfL the following day. Any further disruption will result in a senior member of staff deciding upon the next consequence which could be an Academy Based Exclusion, Parent contacted to sit next to their child in the BfL room or Fixed Term Exclusion (FTE). On return to academy from a FTE, the student will still need to successfully complete 5 lessons in BfL, and successfully complete the 1-hour detention.

**Step 5 - Serious Misbehaviour:** If a student behaves in a more serious manner (examples explained in this policy) then a senior member of academy staff will make a decision on the most appropriate consequences. Students will face an immediate fixed term exclusion followed by a reintegration meeting with SLT and parents. The first day back will be in BfL.

**Step 6 - Extreme Misbehaviour:** If a student behaves in an extreme manner (examples explained in this policy) then the student faces a fixed term exclusion and the Principal reserves the right to permanently exclude that student.

## 9 Misbehaviour Out of Lessons

Staff will use any relevant re-direction strategy that does not escalate a situation into conflict, employing language to engage not enrage.

Second, issue a formal verbal warning that a sanction will be applied if they do not desist in their misbehaviour.

Thirdly, staff member will press their 'emergency alert' button on SIMS. The member of staff on-call will come and collect the student and escort them to the BfL room. Staff member will record this on SIMs and complete all supporting information and the first available moment.

## 10 SEND:

All students are expected to follow academy rules so that all can achieve success and be happy at the academy. Our behaviour system applies to all students attending Budmouth Academy.

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The academy's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

## 11 Senior Leadership Team Support

SLT will be on-call to support staff when a situation arises that they are unable to deal with and for immediate removal. Examples (this is not an exhaustive list) could include:

- A student refuses to leave a room, for either class exit or subject removal.
- A student swears directly at a teacher.
- Several students are choosing to make poor behaviour choices.
- Aggressive or threatening behaviour towards a member of staff.
- Physical assault.
- Refusal to hand over a mobile phone to a member of academy staff who is requesting it.
- If an on call request has been made for one of the above then it is likely that a serious academy sanction will be imposed.

## 12 Detentions

**Detentions:** will be run centrally and parents will be notified. Any student who fails to will be placed into BfL the next day, plus the original detention will be re-set.

Co-ordinator and Senior Leadership Team (SLT) detentions, which will be centrally organised and take place weekly.

- Co-ordinator detention, every Wednesday in the BfL room, 1 hour
- SLT detention, every Thursday, 1 hour

Detentions are issued to students for the accumulation of behaviour points.

## 13 Off Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy, such as on an academy trip or when travelling to or from academy. The academy reserves the right to apply sanctions to a student for any misbehaviour conducted before the student has returned to the care of their parent or guardian.

## 14 Physical Restraint

In some circumstances, staff may be required to use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to Head of School and parents.
- A written record kept in academy and logged by the Director of Inclusion.
- If possible (this will not always be possible) under the supervision of a Team Teach trained member of staff.

## 15 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our Procedures for Dealing with Allegations of Abuse Against Staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

## 16 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to academy discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile phones that are seen in academy will be confiscated and returned at the end of the academy day. If the student has the phone confiscated twice in any term then parent/carer will need to collect the phone.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## 17 Exclusions

Any decision to exclude must not be taken lightly and should be seen as a response of last resort and be in line with this policy.

All external exclusions can only be sanctioned by the Principal or, in his/her absence, his/her designated representative. Students can be excluded for a maximum of 45 days in any one year or be excluded permanently. The parent/carer must be informed by letter of any exclusion that will set a date for the re-admittance of the student in the case of temporary exclusion. Normally, an interview with the student, parent/carer's, Pastoral Leader (Head of School, Pastoral Support Leader) will take place before the student is re-admitted. Students placed upon a Pastoral Support Plan or Behaviour Improvement Plan may be given a placement in the Student Inclusion Centre for a short period of time after the exclusion. There are Local Authority procedures for exclusion that are kept by the Principal's Personal Assistant.

When a student is excluded for a fixed period of more than a day the student should receive work that he/she can do at home. The teachers of the student should mark this work on their return. All exclusions of more than 5 days have to be brought to the attention of the Regional Trust Board.

For a student with a statement of Special Educational Needs, suitable full-time provision must be appropriate to their Special Educational Needs as set out on the statement.

The parent/carer is responsible for keeping children indoors during the first five days of exclusions – the parent/carer of children found in a public place during Academy hours without "reasonable justification" can be subject up to a £100 fixed penalty notice, this can be reduced to £50 if paid in the first 21 days.

If a student is excluded for more than 5 days it is the Academy's responsibility to organise suitable full time education from the sixth day onwards regardless of whether this is a result of more than one fixed period exclusion.

The Principal may apply directly to the court for Parenting Orders in cases where the parent/carer does not take responsibility for their child's action. These enforce the terms of the Parenting Contract and mean the parent/carer will be fined if they then fail to take agreed action.

Parents will be directly informed by telephone of any decision on a Fixed Term or Permanent Exclusion. The Principal shall report to the Aspirations Academies Trust any decision to Permanently Exclude a student and inform the Governor responsible for Safeguarding. The Principal will also ensure that the Local Authority Exclusions Officer is informed of a decision to Permanently Exclude.

For Fixed Term Exclusions, parents will be sent a letter giving an explanation of the decision and guidance on the procedure. (Appendix)

## 18 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 19 Monitoring Arrangements

This behaviour policy will be reviewed by the Principal annually. At each review, the policy will be approved by the Principal. The Principal shall monitor data on behaviour incidents and determine any intervention strategies required to address emerging issues.

## 20 Mobile phones

Students will be allowed to bring mobile phones to academy at their own risk, the academy will take no responsibility for any damage or theft of mobile phones.

The phone **must be turned off** and in bags once the student is on Academy grounds (indoors and outdoors) any mobile phone that is seen in academy will be confiscated and returned to the student by the Pastoral Support Leader at the end of the academy day. If a student has their phone confiscated more than twice then a parent or carer will have to collect the phone.

One of the main reasons for not allowing modern phones to be used is the academy's responsibility to safeguard the students. As an academy we are required to place strict filtering on the academy internet and prevent access to social media. However, students' phones have unfiltered access to the internet through 3G and 4G and this leaves them at risk of accessing inappropriate material whilst in our care. In addition we would like to see our students engaging in conversation, playing games and learning to socialise at break times rather than being consumed by what is on a screen.