



Behaviour for Learning (BfL) Policy

Owner:	Principal VP IC. of Behaviour	Date of next review:	September 2024
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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.

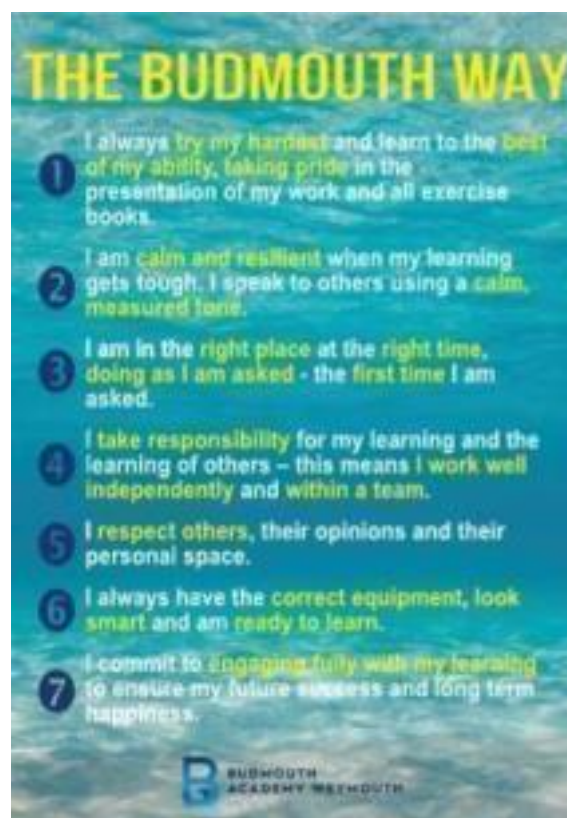
A successful behaviour system must have a positive core. We operate a comprehensive system recognising when students get it right and giving positive acknowledgements in various ways.

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:

Ready Be ready to learn

Respect Be respectful to others

Safe Be safe and responsible

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

- a. Budmouth Academy 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.
- b. 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.
- c. To encourage and develop within students the ability to take responsibility for their actions, to self-regulate before consequences need to be applied.
- d. 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:

- a. Behaviour and discipline in academies.
- b. Searching, screening and confiscation at the academy.
- c. The Equality Act 2010.
- d. Use of reasonable force in academies.
- e. 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:

- f. Section 175 of the Education Act 2002, which outlines an academy's duty to safeguard and promote the welfare of its pupils.
- g. 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.
- h. 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:

- a. Meet and greet students at the door and welcome them into the classroom.
- b. 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.
- c. To explain the academy expectations as a reminder to the class.
- d. 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):

- e. Arrive promptly for the start of the lesson.
- f. Wear the correct uniform in a tidy fashion.
- g. 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.
- h. Sit where they are instructed to sit – teachers will devise the seating plan.
- i. Enter the classroom silently and stand behind their chairs.
- j. Listen when others are talking.
- k. Keep off task conversations for social times.
- l. Work in silence when a teacher asks them to do so.
- m. Allow others to learn.
- n. Stay in their seat.
- o. Not eat or drink (only water is allowed in lessons).
- p. Speak to others with respect.
- q. Accept sanctions when given.
- r. Refrain from behaving in a manner that brings the academy into disrepute, including when outside academy.

Parents are expected to:

- s. Support their child in adhering to the academy behaviour policy.
- t. Inform the academy of any changes in circumstances that may affect their child's behaviour.
- u. 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:

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

Be Respectful:

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

Be Safe and Responsible:

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

Serious Misbehaviour is defined as any behaviour that is seriously detrimental to our three core values, which could result in:

immediate removal from a lesson to the SR room, academy-based exclusion, fixed term suspension or in the most extreme cases permanent exclusion includes behaviours such as:

Be Ready for Learning:

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

Be Respectful:

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

Be Safe and Responsible:

- v. Leaving the academy site without permission.
- w. Intentional damage to property.
- x. Fighting with another student.
- y. Internal truancy.
- z. 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 SR room, academy-based exclusion, fixed term suspension or in the most extreme cases permanent exclusion includes behaviours such as:

- aa. External truancy.
- bb. Swearing at or about a member of staff.
- cc. Intentional damage to displays or equipment.
- dd. Intentional damage to academy building, furniture, displays or equipment.
- ee. Racist, sexist, homophobic or discriminatory behaviour.
- ff. Bullying of any sort (a repeated incident of intentional harm physical or mental).

- gg. Physical harm to a member of staff, either through irresponsible behaviour or intent.
- hh. Physical harm to a student, either through irresponsible behaviour or intent.
- ii. Violence, aggressive or intimidating behaviour towards any member of the academy community.
- jj. Unsafe or dangerous behaviour.
- kk. Possession, use or distribution of drugs and other illegal substances including tobacco, alcohol and vaping paraphernalia and materials.
- ll. Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- mm. Possession of any prohibited items that could cause harm to others, including, but not restricted to, knives or weapons, lighted materials, fireworks, pornographic materials.
- nn. 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:

- a. Deliberately hurtful.
- b. Repeated, often over a period of time.
- c. 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
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Through our PSHE 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.

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

- d. If during a lesson apply the normal sanctions and follow up after the lesson as set out below
- e. 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).
- f. 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). An entry will be made into the school's electronic bullying log.

g. 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 an Academy sanction for the harm they have caused.

h. The Pastoral Leader will communicate with the parents of both the victim and perpetrator to inform them of action the academy has taken.

i. 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 CHAD 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 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. Above and beyond.
4. Exceptional piece of work.
5. Student of the week.
6. Tutee of the week.
7. Representing the Academy in events e.g. Open Evening or representation and performance in ‘Intraschool competitions’.
8. Achievement awards – Bronze, Silver or Gold Award issued termly.
9. Attendance awards – Bronze, Silver or Gold Award. Issued termly.
10. Aspiration Awards – Self-worth, Engagement, Purpose. Issued termly.
11. Principal’s Award – issued termly via recommendation from the Head of School.
12. ACE Scheme- Rewarding positive behaviour outside of lessons.

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.

If a student is given permission to go to the toilet within lessons, they will need to leave their mobile phone on the teacher's desk.

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.

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 student 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 – Lesson Removal: If the student chooses to continue disrupting the lesson, they will be instructed to wait outside the classroom. The member of staff will complete the Lesson removal electronic form on their computers to ask for assistance. The member of staff on-call, will collect the student and escort them to the Lesson Removal Room (SRR).

- The student will spend a minimum of the remainder of that lesson, plus the next lesson, in SRR.
- Parents will be notified by email or a telephone call by the teacher about the removal and the sanction.
- Students removed to SRR will spend one social time there, a lunch break. If lunch break, then they will be escorted to the canteen to purchase food or collect Free Academy meals as required.
- Students will then automatically receive a same day after school detention. Parents will be notified by phone call and/or an In-Touch message. If parental permission cannot be gained, then the detention will be completed the next school day.
- Mobile phones will be handed over on entry to the SRR room and returned either to the student at the end of the session or end of the day. If necessary mobile phones will be returned to parents.

The teacher will log this sanction onto the Academy Information Management System (SIMS). A telephone call will be made by the teacher for the first three incidences of removal. After this the student will be escalated to the pastoral team.

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 whilst in SRR, the student will spend 5 lessons in SRR, 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 SRR room or Fixed Term Suspension (FTE). On rare occasions, parents will be requested to collect students from school. This will count as a half-day fixed term exclusion.

Students will receive a curriculum withdrawal if they are sanctioned with 3 lesson removals in a half term in the same subject. Students will be removed from lessons for a 2 weeks period and work in a supportive environment before a reintegration meeting with the Deputy Head of School, student and parent where appropriate. Parents will always be informed of a curriculum withdrawal.

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 suspension followed by a reintegration meeting with SLT and parents. The first day back could be spent in SRR.

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 Outside of Lessons

Staff can issue a one-off lunchtime detention for poor behaviour.

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 Coordinator 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 lesson 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

Lunch Detentions: will be run daily and centrally and parents will be notified using the SIMS App. Any student who fails to attend will face further sanctions such as a break and lunch detention the following day, after school detention or ABE.

Senior Leadership Team (SLT) detentions, which will be centrally organised and take place on a daily basis. Detentions are also issued to students for the accumulation of behaviour points and or for incidents of misbehaviour.

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 traveling 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 Punctuality

All students are expected to arrive to lessons on time and be ready to learn. The following series of bells will be used to ensure to students arrive on time:

The end of lesson bell

A bell sounds to signify the end of lesson.

Students must walk straight to their next lesson taking the quickest route.

The warning bell

The warning bell sounds after 4 minutes. If students are not in their lesson then they are deemed to be truanting.

When the warning bell rings, all class teachers close their classroom doors.

Students are not allowed to enter the lesson.

SLT/On call members direct students to the SR room (Clare Hall in the initial instance).

Students remain for the rest of the day plus an after school. Parents will be informed of this sanction by the attendance officer.

15 Physical Restraint

According to the DfE “Use of Reasonable Force Advice” 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.

Budmouth Academy recognise that staff sometimes need to make immediate decisions regarding the use of reasonable force and they will do so using their professional judgement at the time. It is noted that in some circumstances these situations can be difficult to manage. Our advice to staff regarding the use of reasonable force is that it is most appropriately used in instances when either themselves, a colleague, the student or their peers would be deemed at risk, if that intervention using reasonable force were not used.

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 the Head of School and parents.
- A written record kept in the 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.

16 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.

17 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 parents/carers will need to collect the phone. Mobile phones may be confiscated and returned to parents only, to encourage good behaviour in school. This strategy

will be used during a daily behaviour report reserved for those students who persistently disrupt the learning of others.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searching students is often required to be done quickly, without parental prior consent. However, we will contact parents once a search has been conducted. Refusing a search is an example of serious misbehaviour.

18 Suspensions

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

All external suspensions can only be sanctioned by the Principal or, in his/her absence, his/her designated representative. Students can be suspended for a maximum of 45 days in any one year or be excluded permanently. The parent/carer must be informed by letter of any suspension that will set a date for the re-admittance of the student in the case of temporary suspension. Normally, an interview with the student, parent/carers, 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 Support Centre for a short period of time after the suspension. There are Local Authority procedures for exclusion that are kept by the Principal's Personal Assistant.

When a student is suspended 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 suspensions 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 suspensions – 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 suspended 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 suspensions.

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 Inclusion Officer is informed of a decision to Permanently Exclude.

For Fixed Term suspensions, parents will be sent a letter explaining the decision and guidance on the procedure.

19 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.

20 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.

21 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. Phones will be handed over on entry to the SRR room and in normal circumstances returned at the end of the stay, barring any poor behaviour. In this instance, phones may be returned directly to parents.

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.