



## Behaviour Policy

September 2020

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<b>Associated documents:</b>
Uniform Code Mobile Phone Procedure The 'Bristnall Hall Academy Way'
<b>Links to:</b>
<ul style="list-style-type: none"><li>• Safeguarding Policy</li><li>• E-Safety Policy</li><li>• Anti-Bullying Policy</li><li>• Social Media Policy</li><li>• Curriculum Policy</li><li>• Reasonable Force Policy</li><li>• Code of Conduct</li><li>• Home-Academy Agreement</li><li>• Data Protection Policy</li></ul>

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

#### In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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## Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict**. They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'Bristnall Hall Academy Way'.

## **1 Legal framework and definitions**

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

## **2 Scope of this policy**

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

### **3 Academy curriculum**

- 3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Pupils respond better to praise and encouragement than punishment.

### **4 Roles and responsibilities**

#### **4.1 Staff members will**

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

## **4.2 Pupils will**

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community
- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

## **4.3 Parents/carers will**

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

## **5 Classroom behaviour**

- 5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.
- 5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

## **6 Pupils' conduct outside of the classroom**

6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.

6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when

- pupils are taking part in any academy- organised or academy related activity
- pupils are travelling to or from our academies
- pupils are wearing academy uniform
- pupils are in some way identifiable as a pupil at one of our academies
- pupils' behaviour could have repercussions on the orderly running of our academies
- pupils' behaviour poses a threat to another pupil or member of the public
- pupils' behaviour could adversely affect the reputation of our academies.

## **7 Sanctions for poor behaviour**

7.1 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

7.2 Punishments are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.

7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is

- made by a paid member of staff, or a member of staff authorised to do so by the Principal
- made on the academy premises or whilst the pupil is under the charge of a member of staff
- reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.

7.5 Sanctions

- relate to a specific task or action and will be applied clearly
- are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
- reinforce **our** core values and ethos
- do not focus repeatedly on the same issue without progress
- do not have a negative effect upon others.

7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.



- 7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:
- a) an assessment to establish a clear analysis of the pupil's needs
  - b) a plan setting out how the pupil will be supported
  - c) the required action to provide the support
  - d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.
- 7.9 We consider a pupil's special educational needs when dealing with their behaviours.
- 7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.
- 7.11 There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.
- 7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

## **8 Use of suspensions (fixed period exclusion) and permanent exclusions**

- 8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.
- 8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.
- 8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as  
"the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."
- 8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 8.4 The decision to exclude a pupil is a serious one and will only be taken
- in response to serious or persistent breaches of this policy, **and**
  - if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.
- 8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without

success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.

- 8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of “prohibited items” listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.
- 8.8 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
  - allow the pupil to give their version of events
  - consider if the pupil has special educational needs (SEN).
- 8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education’s latest [statutory guidance](#) to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

## **9 Use of detention**

- 9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.
- 9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.
- 9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by via the classcharts app/parentmail. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:
- Whether the detention is likely to put the pupil at risk.
  - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
  - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9.4 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

## **10 Confiscation of Inappropriate Items**

10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely (In reception in a labelled envelope and will be returned to parent or a responsible adult ).

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned (to parent or a responsible adult.)

10.5 A log is kept to record all confiscated items (see Appendix C).

## **11 Power to use reasonable force and right to search pupils**

11.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

11.2 Members of staff can seek pupil consent to search for (any items that are deemed to be dangerous to the individual or staff and other pupils). Force cannot be used to search for these items.

11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.

11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.

- 11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

## **12 Seclusion and isolation rooms**

- 12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our (Behaviour Management Room). We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.
- 12.2 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.
- 12.3 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion**. Pupils are not kept in isolation for more time than is necessary.
- 12.4 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.

## **13 Bullying**

- 13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

## **14 Drugs, tobacco, alcohol and illegal substances**

- 14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.
- 14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.

- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

## **15 Weapons**

- 15.1 The law recognises three categories of offensive weapon:
- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
  - Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
  - Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.
- 15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.
- 15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.
- 15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.
- 15.6 Confiscated weapons are given to the police as soon as reasonably practicable.
- 15.7 Parents are informed of their child's involvement in any activity related to weapons.

## **16 Mobile phones**

- 16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.
- 16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

## **17 Child protection and safeguarding**

- 17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

## **18 Outside agencies**

- 18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.
- 18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

## **19 Staff training and support**

- 19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.
- 19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.
- 19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

## **20 Record keeping and data protection**

- 20.1 We keep a record of incidents of misbehaviour and positive behaviour.
- 20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by
- Gender
  - Ethnicity
  - EAL
  - Pupil premium
  - SEND
  - Disability
  - Age
  - Religion
  - Sexuality
  - Children Looked After.
- 20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.
- 20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.



## Our Vision

The quality of the learning experience at Bristnall Hall Academy is paramount. The opportunity to concentrate in the classroom and enjoy the learning experience must be the main aim of BfL. Our vision is of a system which:

1. Allows all learners to exercise their right to learn
2. Protects and nurtures the learning environment for learners and staff
3. Enables learners to maximise their learning opportunities and realise their high aspirations

### 1.1.1 Rationale

Behaviour for Learning (BfL) is a transparent, focused, whole academy discipline policy and lies at the heart of our academy ethos. It has been introduced to enable excellent learning to take place.

The system emphasises to learners the consequences of their actions. It highlights the vital role of praise and rewards as well as setting clear boundaries with four levels of consequences if rules are broken.

It is a fair, clear and consistent approach to improved learning. Our aim is to set a relatively low threshold for entry into the discipline system that reflects our aspirations of good behaviour.

It is our intention that the Bfl system:

1. Provides the platform for learning and teaching.
2. Is simple, easy to explain and understand for learners, staff and parents.
3. Brings learners together and encourages goodwill for the team approach.
4. Provides a unified and consistent approach.
5. Provides support to all who work here and must be transferable and applicable to any situation within the academy environment.
6. Emphasises reward and encourages a positive praise system with rewards and celebrations.

## 1.2 Principles

1. The system is based upon assertive discipline which means it is progressive – no going back!
2. There is a clear link for learners between their actions and the consequences of them.
3. It must be applied consistently. All teachers, including those who have good classroom management skills must use BfL language and procedures. The system as it progresses will place great emphasis on teacher language in the classroom.
4. It must work alongside a rewards system which should become the dominant influence in the classroom or academy.
5. It will use classcharts to record positive and negative learning behaviours.
6. It should reduce staff workload by removing the individual punishment regime and offering opportunities to reduce paperwork.
7. It must be applied by all staff (not just Teaching) anywhere in the academy.
8. The single main punishment is the **½ hour same day** detention which must not be compromised.
9. The detention is a formal sanction, rigorously pursued once awarded.
10. There is a willingness to prioritise BfL resource needs in terms of staff time and commitment and a determination to recognise and respond to classroom disruption.
11. No consequence can be changed unless it is a mistake.

### 1.2.1 BfL in the Classroom

The system begins with a sequence of two warnings responding to low level interruption to LEARNING and TEACHING. It is particularly important to highlight that the interruptions are an issue for the other learners and reduces their learning opportunities. Equally important are prompt starts to the learning and the use of positive language with plenty of praise for 'doing the right thing'.

A prescriptive list would be difficult but could be characterised as anything that 'disrupts learning'. The following list gives some examples but it is expected that colleagues will use discretion, common sense and apply common practice.

#### ***1.2.1.1 Interruptions to Learning and Teaching***

- a) Defiance



- b) Disrespect
- c) Disruption to Learning
- d) Off task
- e) Insufficient work
- f) Inappropriate noises
- g) Lack of basic equipment- after warning
- h) No homework- after warning
- i) Uniform transgression- after warning
- j) Out of lesson/bounds

The sequence is as follows:-

A high standard of behaviour, manners and work is expected from all students. This is developed by cultivating in students an acceptance from within rather than an imposition from without by the encouragement of self-discipline, which is promoted through our Behaviour for Learning Policy.

Sanctions should be based initially on the withdrawal of approval but where necessary more serious action may be applied as itemised below in order of severity:

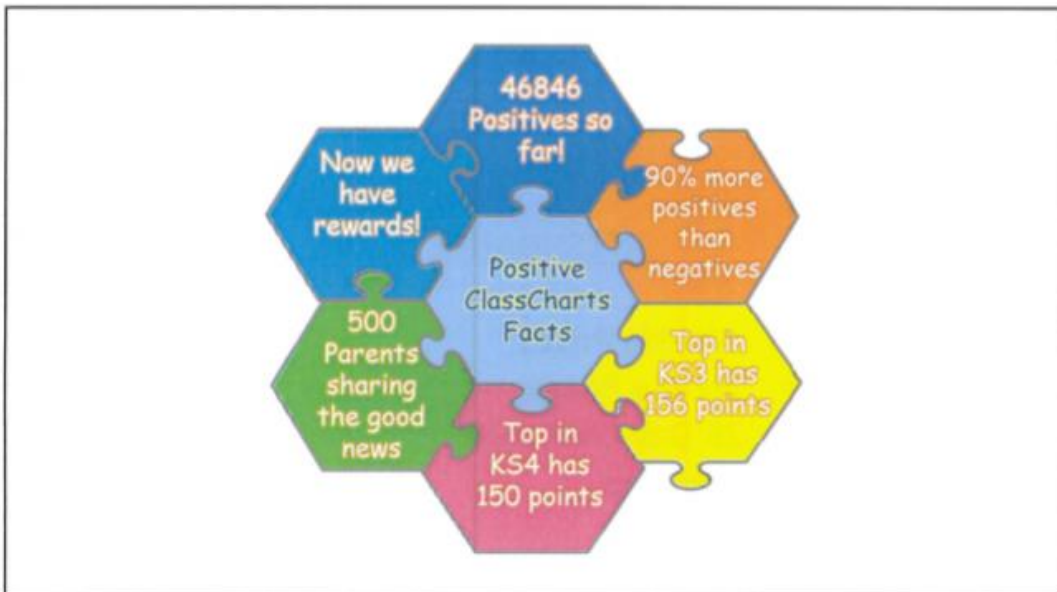
<b>Disciplinary Action</b>	<b>By Whom</b>	<b>Further Detail</b>
1. Use of BfL Policy Verbal Reprimand – C1	Any Teacher	Interruptions to Learning and Teaching
2. Verbal Reprimand – C2	Any Teacher	Continued interruptions to learning and teaching on the same day in the same lesson
3. Academy Detention – C3 (30 minutes)	Any Teacher	Continued unsatisfactory behaviour. Entered onto Classcharts by class teacher, parents and carers will be identified via the app. <b>Students will complete the detention on the same day.</b> At this point staff may ‘park’ student in another classroom. The reflection room should be used for student if the student has been parked in previous lesson.
4. Behaviour Modification Room (BMR) – C4	Any Teacher	For serious misconduct students will work in the BMR, forfeiting breaks and/or lunchtimes usually for a specified period. Parental Interview/counselling will result, when the student returns to mainstream lessons.
5. Referral to Area Leader	Any teacher	Persistent poor work or misbehaviour can result in Report Card or Academy Detention or BMR If work is lower than the standard expected a letter is sent to parents.
6. Referral to Achievement Coordinator	Any teacher	Failing to make expected levels of progress, repeated poor behaviour and disruption to learning or non-compliance with academy rules will result in parental engagement, achievement card, programmes of support to promote positive behaviour and attitude, internal exclusions or other interventions as decided by the Achievement Coordinator.
7. Senior Staff Detentions (60 minutes – Fridays)	Principals, Vice Principals Assistant Principals,	Referral by Achievement Coordinators for missing Academy Detention.
8. Referral to Vice Principal, or Assistant Principals	By Area Leader or Achievement Coordinator	This occurs when normal discipline is having no effect or an incident is judged to be serious. Sanctions include any of those used previously plus also a verbal warning or a parental interview or being put on contract or referral to BMR

9. Refer to Principal	By Vice Principal or Assistant Principals	This may result in a final verbal warning or a parental interview or a fixed term exclusion. Governors Discipline Committee may be involved at the fixed term exclusion stage. In serious cases the Principal may exclude a student for up to 45 days.
10. Contract	By Vice Principal or Assistant Principals	A contract (verbal or written) is the final attempt to change behaviour before further exclusions. This always involves a Parental interview. Governors may be involved at this stage
11. Alternative Provision	By Vice Principal or Assistant Principals	Students may spend time in alternative provision to modify behaviour and prevent permanent exclusion.
12. Permanent Exclusion	Principal after consultation with LAC Chair .	This can be for a single serious incident or for continual disruption

It must be stressed that although the procedure outlined above is followed in most cases, the Principal, Vice Principal or Assistant Principals may need to enter the process earlier for a more serious level of action for severe breaches in discipline.

In exceptional circumstances, it may be necessary to permanently exclude a student for a first or 'one off' offence if in the Principal's judgement it is appropriate. Exclusions for a "one off" or first "serious misbehaviour offence" may have involved either threatening verbal behaviour or physical actions towards students or staff.

## Appendix A Procedure for Rewards



## Rewards Available



### ATTENDANCE

- Weekly Prizes
- Termly Prizes
- 25 Day Challenge
- VIP Area
- Trips

Individual

- Rolling total of points during each key stage
- Badges and Certificates awarded when you reach each milestone



Points Milestone	Badge
150	Bronze
300	Silver
450	Gold
600	Platinum

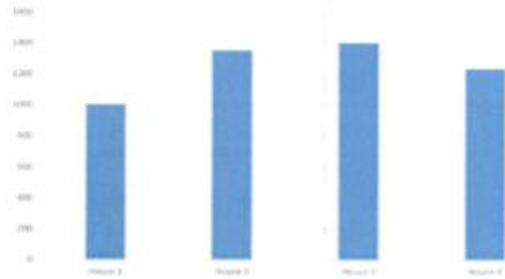
Termly Top 3

- Top 3 students in each year group each term
- £10 Voucher
- Total re-sets each term



House  
Competition

- Monthly league table
- Everybody's points count
- TBC Trophy with IJ??



Rewards  
Trips

- Number of positive ClassCharts points
- Attendance above 97%





*Don't forget:*

- Parents and carers must activate their ClassCharts parent account.
- All other rewards for attendance etc. still continue!



## Appendix B – Procedures for Sanctions

### BEHAVIOUR MANAGEMENT SYSTEM AT BRISTNALL HALL ACADEMY

#### Level 1 – Teacher

Student Behaviour: Low level poor behaviour/disruption in learning.

Teacher Intervention: Disapproval, quiet word, praise, reminders of correct behaviours (C1 and C2). Recorded on Classcharts that student learning behaviours has fallen below academy expectations.

Behaviour Improves

Teacher Intervention : No further action, lots of praise for the student for improved behaviour.

NO

#### Level 2 – Teacher/Area Leader

Student Behaviour: Persistent low level poor behaviour/disrupting learning, not following instructions.

Teacher Intervention : Student is parked and teacher records on classcharts (where appropriate, the teacher should be responsible for parking the student).

A C3 is issued for students depending on student behaviours and recorded on classcharts by the teacher involved. Parents will receive notification via app and a 30 min detention will be completed on that day. If two detentions are issued on the same day then the student will complete a 1 hour detention. Students who receive more than 2 detentions on the same day will be placed in the BMR and a meeting with Parent/Carers will be arranged.

Behaviour Improves

YES

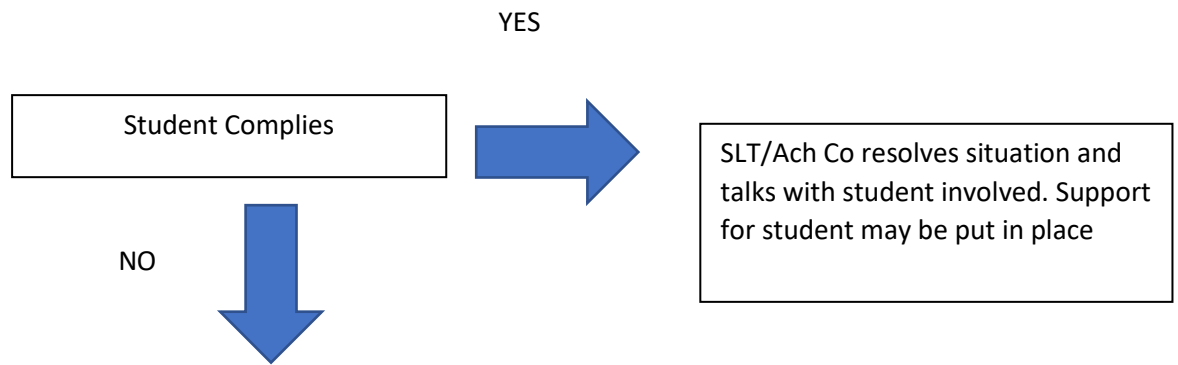
Teacher Intervention : Issue resolved, speak with student involved positive outcomes from this.

NO

#### Level 3 – SLT/Achievement Coordinator

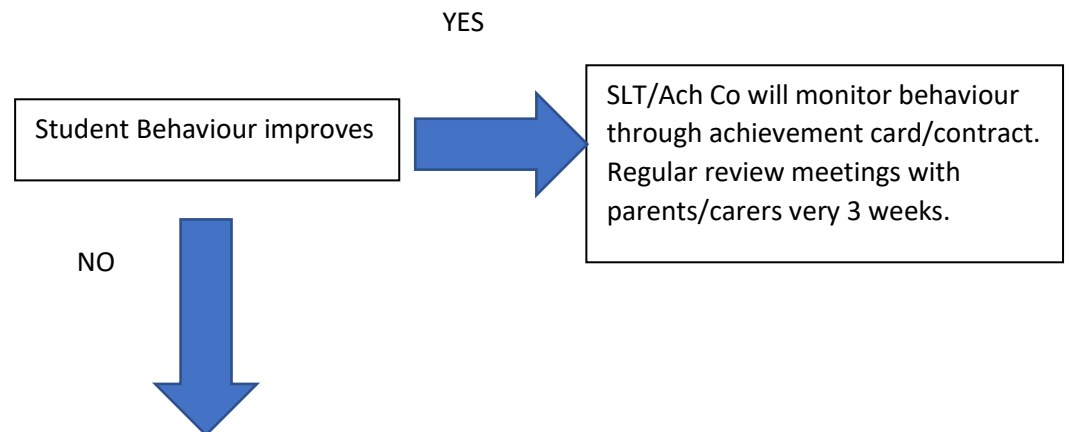
Student Behaviour: Refusal to comply/Refusal to be parked/seriously disrupting the learning of others/dangerous behaviour in class.

Teacher Intervention: SLT/Achievement Coordinator on call is used and student is removed from the class and placed in the reflection room, for the rest of the day (breaks and lunchtime removed). A detention will be issued and a phone call home is made by the achievement coordinator.



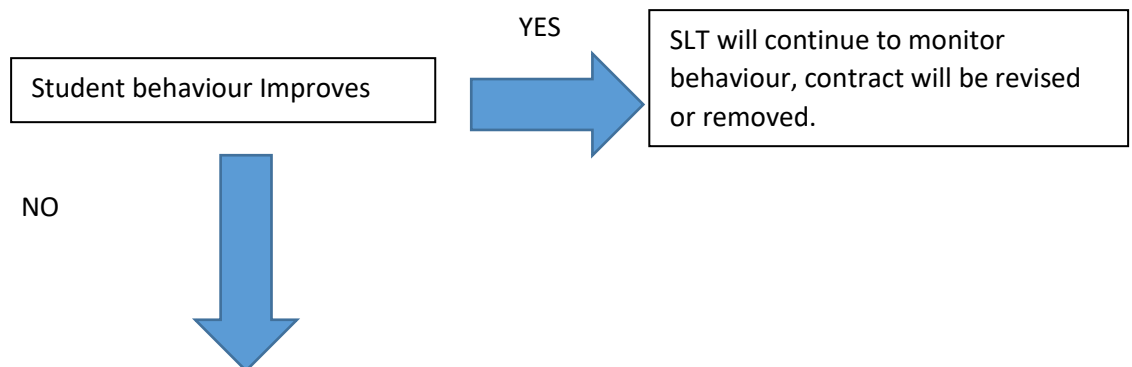
Level 4 – Achievement Coordinator/SLT

Escalation from Level 3 with SLT involvement. A phone call home and student will spend 1 – 3 days in the BMR. A support programme may be put in place by relevant Achievement Coordinator.



Level 5 SLT/Achievement Coordinator

Escalation from level 4, a parental meeting with SLT where a behaviour/learning contract will be completed. The contract will be reviewed every 3 weeks.



## Level 6 – SLT

Students who fail to work with the academy or for a one off serious incident would result in one of the following:

- Alternative educational package.
- Permanent exclusion.

Although we aim to ensure consistency, each case will be dealt with on individual merit

(Planned Implementation for January 2021)

### **BRISTNALL HALL BASICS FOR LEARNING BEHAVIOURS**

All students who attend Bristnall Hall Academy will be expected to follow the ‘basics’ for learning behaviours. These are based on four levels of expectations and students will be expected to follow level 3/4. Those who follow this will be rewarded through classcharts. Adversely those who fail to meet these expectations and fall into levels 1/2 will have to follow the consequences of these actions.

EXPECTATION LEVELS	DESCRIPTIONS	LEARNING BEHAVIOURS
4	Above expected effort and achievement	<ul style="list-style-type: none"><li>• Always making a positive contribution in class</li><li>• Completing all work on time, and to a high standard</li><li>• Always has correct uniform and equipment</li></ul>
3	Expected effort and achievement	<ul style="list-style-type: none"><li>• Mainly making a positive contribution in class</li><li>• Completing all work on time, to the expected standard</li><li>• Has correct uniform and equipment</li></ul>
2	Below expected effort and achievement	<ul style="list-style-type: none"><li>• Occasionally makes a positive contribution in class</li><li>• Completes some of the work to expected standards</li><li>• Has correct uniform and equipment for the majority of the time</li></ul>
1	Poor effort and achievement	<ul style="list-style-type: none"><li>• Not making a positive contribution to the class</li><li>• Failing to complete work to expected standards</li><li>• Not wearing uniform correctly or bringing equipment on a regular basis</li></ul>

All staff will record learning behaviours for students in their teaching groups after each lesson. Students who fall into expectation level 1 will always receive a 30 minute detention. Students in expectation levels 3 and 4 will receive positive reward points through classcharts.



