



# Behaviour Policy

Key Personnel	
Principal	Guy Rimmer
Designated Senior Person	Laurence Cole
Chair of Governors	Jo Dawson

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## **1. Behaviour Pillar – Exemplary Behaviour**

We want all our pupils to enjoy school and feel proud to be part of it. Our academy is a purposeful place, characterised by a calm and orderly environment, where teachers can focus on teaching and pupils on learning. Effective management and clear and consistent routines ensure that we maximise time for learning. We expect pupils to be self-disciplined, self-regulating and do the right thing, because it is right, not because someone is watching. This is achieved through clear routines and consistent communication of high expectations. We believe in ourselves, our purpose and the work we are here to do. This belief drives our effort and action. It sustains us when things are hard. We are collectively responsible and collectively able to ensure this.

## **2. Universal Behaviour Expectations (including travel to/from school)**

Pupils will:

- Follow staff instructions
- Speak calmly and quietly
- Be polite and respectful to all

## **3. House Points, Report Cards and Rewards**

There is a school-wide system of awarding house points for positive behaviour. These should be given frequently in class and in unstructured time. It should not be uncommon for house points to be rewarded for all pupils in a lesson if they have met our high expectations.

Additional house points can be given for pupils who exceed expectations.

The Head of Year is responsible for organising tangible rewards within their year group. Which pupils are allowed to access rewards should be decided upon using the school-wide, data-driven systems such as house points and homework completion.

This could include, but is not limited to, the following:

- Certificates
- Praise postcards
- Phone calls home
- Celebration assemblies
- End of term/end of half term reward sessions (e.g. film, picnic or play periods)
- Rewards trips (see more under 'Trips')

## **4. Behaviour in Lessons**

In lessons, there are three possible scores in our behaviour monitoring system:

- 3** – All expectations met
- 2** – Expectations not met
- 1** – Removed from learning due to poor behaviour

Where a pupil is not meeting behavioural expectations, the following process should be followed:

Escalating Behaviour	Sanction
<b>Pupil does not meet behavioural expectations</b>	Warning is issued; reference made to which of the behaviour expectations is not being met is made by staff.
<b>Pupil continues not to meet expectations</b>	Lesson score is changed to 2 <ul style="list-style-type: none"> <li>• Pupils will serve a 30-minute detention on the same day</li> <li>• A Bromcom entry is made</li> </ul>
<b>Pupil continues not to meet expectations</b>	Lesson score is changed to 1 <ul style="list-style-type: none"> <li>• Pupil is removed from lesson to the removal room.</li> <li>• Pupil serves a 45-minute detention on the same day</li> <li>• A Bromcom entry is made</li> </ul>

## 5. Behaviour in Unstructured Time

During transitions pupils will walk around the building and not run. They will be expected to take of their own and others' safety.

Any pupil misbehaving on the corridor will be logged on Bromcom and a detention given for 'break/lunch/transition behaviour'. Pupils who arrive late have not met the expectations for the lesson. They should therefore be marked with a 2 and a detention served.

At break and lunch pupils will be expected to do the following:

- Speak calmly and politely to everyone
- Take care of their own, and others', safety
- Line up in an orderly way when collecting meals

Any pupil misbehaving at break or lunch will be logged on Bromcom and a detention given for 'break/lunch/transition behaviour'. They should be marked with a 2 and a detention served.

## 6. Mobile Phones

Mobiles phones must not be seen, used or heard in school.

If a pupil brings a phone to school, it must be turned off and left in their bag or blazer pocket.

If a pupil's phone is seen, used or heard, they will be asked to switch it off and hand it to the member of staff, who will confiscate it and take it to reception.

The phone will only be returned if an adult from the family attends school to collect it.

## 7. Detentions

Detentions for any misbehaviour are always served on the same day as the incident itself.

Detentions are always served at the end of the school day. Pupils will be collected from their classroom at the end of period 6 and escorted to their year group's detention room.

Sanction	Given when
<i>30-minute same day detention</i>	<i>A lesson score of 2 is recorded OR, a lunch, break or transition detention is issued</i>
<i>45-minute same day detention</i>	<i>A lesson score of 1 is recorded</i>
<i>60-minute same day detention</i>	<i>Poor scores in more than one lesson during the day</i>
<i>Friday detention (up to 120 minutes)</i>	<i>Two or more days with poor scores in a week – authorised by the Head of Year</i>

## 8. Behaviour Escalation

Every pupil is on the 'behaviour ladder', which has different tiers and steps:

[ASTA Escalation Ladder 2020-21.docx](#)

Every pupil begins at the bottom of Tier 1 (Step 0).

If a pupil commits an offence worthy of moving to Tier 1 Step 1, they are placed in 1 day internal exclusion. A typical example of this might be deliberately missing a detention or being removed from 2 lessons in one day.

Steps of the ladder can be repeated. For example, if a pupil misses a detention in the Autumn Term and then behaves well for the rest of that term, but then misses another detention in the Spring Term, it might be decided that they just repeat Tier 1 Step 1. This is at the discretion of the pastoral team.

The escalation ladder is reset for each pupil at the start of the new academic year.

## 9. Positive Behaviour Interventions

At each step, as well as a “consequence” (sanction), positive interventions should be considered for each pupil:

[Persistently Disruptive Pupils Intervention Escalation.docx](#)

Depending on the pupil, and the incident(s), different interventions may be considered.

Equally, depending on the severity of the misbehaviour, and how “at risk” the pupil is of exclusion, different members of staff may lead on the intervention. The “layer” of intervention should be chosen according to this judgement.

The document above outlines mostly **targeted** interventions. Alongside these, there are other **specialist** interventions which may be considered, involving external agencies such as Forward Thinking Birmingham or Change Brief Therapy. It is also important to note that all pupils benefit from **universal** interventions such as high expectations in class and in unstructured time.

## 10. Internal Exclusion

When a child enters Tier 1 of the escalation ladder, they will need to be placed into internal exclusion.

Internal exclusion placements last from between one day and five days, depending on the severity of the incident and the pupil’s previous behavioural record (seen on their escalation ladder).

Internal exclusion runs from 08:25-16:00. Pupils spend the whole day, including break and lunch, in the internal exclusion room; food and drink is brought to them in the room and they access a remote learning curriculum.

## 11. Major Incidents and External Exclusions

Occasionally, a major incident occurs which will mean that a “spot” consequence will need to be given to a pupil, not necessarily in keeping with the next step on the behaviour ladder. Such incidents include, but are not limited to:

- Fighting
- Verbal abuse to staff
- Physical abuse to staff
- Failing internal exclusion
- Bullying (*see more in point 12*)
- Theft
- Damage to academy property
- Smoking
- Bringing the academy into disrepute
- Being in possession of drugs or alcohol in the academy
- Being in possession of a weapon in the academy

Clearly, this list is not exhaustive, and other incidents not listed here may occur. Consequences for these incidents, such as the length of any external exclusions, will be decided by the Principal.

## 12. Bullying

The academy defines bullying as any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked and is often repeated and continued for a long period of time. It always reflects an imbalance and abuse of power. Bullying behaviours are aggressive although they may not seem so.

The academy takes a strong anti-bullying stance. Anti-bullying messages are delivered through the pastoral curriculum, and assemblies in particular. When incidents of bullying do arise, they are dealt with swiftly; they are referred to safeguarding as peer-on-peer abuse (see more detail within safeguarding policy) and are also addressed as behavioural incidents as appropriate.

Bullying behaviours include, but are not limited to:

- threats
- physical intimidation
- verbal intimidation
- exclusion of the victim from the peer group - ostracism
- generally aggressive behaviour towards the victim
- cyber bullying
- bullying related to race, religion or culture
- bullying related to care status
- bullying related to a specific need
- bullying related to appearance
- sexist or sexual bullying
- bullying related to sexual orientation

The Academy undertakes to:

- Keep up-to-date with trends and themes in this area of work
- Always deal with issues/concerns regarding incidents
- Operate a reporting and recording procedure. This is detailed here.
- Deal with all reports speedily, fairly and positively
- Take account of the evidence and all views
- Provide anonymity for the victim whenever possible/necessary
- Offer advice and support for the victim
- Offer advice and support for the student/s responsible
- Ensure that everyone involved is kept informed
- Operate a system of sanctions, in line with the behaviour policy, which will reflect the seriousness of the offence
- Provide space and time for pupils to discuss concerns
- Adopt a problem solving approach

### 13. Off-site Visits

During off-site visits, the normal behaviour policy still applies. The academy reserves the right to determine which pupils can attend any off-site visits, dependent on previous behaviour records. Any incidents of misbehaviour will be dealt with in accordance with the escalation ladder and major incidents consequence matrix.

### 14. Uniform

The academy uniform is an important indicator of our well-ordered and disciplined environment.

Accordingly, and as a demonstration of students' pride in the academy, it is expected that students will come to the academy every day in neat, clean uniform as specified below.

#### Boys' Academy Uniform

Black trousers (plain, no jeans or cargo trousers)

White cotton shirt with buttons up to the collar (either short or long sleeves)

School tie

School jumper

School blazer

Black socks

Black leather type shoes (shoes that look like trainers will not be allowed, neither will any shoes that have any colour, other than black, anywhere on the shoe)

No jewellery allowed (except a single stud in each ear and a simple, one small flat ring)

#### Boys' PE Uniform

Tracksuit bottoms in academy colours

PE shirt in academy colours

PE fleece in academy colours

Black shorts (optional)

Trainers

Black football boots

Black football socks

### Girls' Academy Uniform

Black trousers (plain, no jeans or cargo trousers) or plain black skirt, without pleats (short or long, but always to below the knee)

White cotton shirt with buttons at the collar (either short or long sleeves)

School tie

School jumper

School blazer

Black socks or tights

Black leather type shoes (shoes that look like trainers will not be allowed, neither will any shoes that have any colour, other than black, anywhere on the shoe)

Plain black headscarf (no other colour, no lace or colour adornment)

No jewellery allowed (except a single stud in each ear and a simple, one small flat ring)

### Girls' PE Uniform

Tracksuit bottoms in school colours

PE Shirt in school colours

PE fleece in school colours

Black shorts (optional)

Trainers

Black sport socks (academy socks available from Clive Marks, ordinary black socks from any suppliers)

If a girl needs to wear a headscarf for PE then, for health and safety reasons it must be a tight fitting elasticated scarf with no loose scarf ends

Uniform can be purchased from our supplier, Clive Marks.