



# Behaviour Policy

## 2021-22

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

## **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 behaviour 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 not meeting the academy behaviour expectations 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. Detentions

Detentions are always served at the end the school day on the same day as the incident itself. 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
30-minute same day detention	<i>A lesson score of 2 is recorded OR, a lunch, break or transition detention is issued</i>
45-minute same day detention	<i>A lesson score of 1 is recorded</i>
60-minute same day detention	<i>Poor scores in more than one lesson during the day</i>
Friday detention (up to 120 minutes)	<i>Two or more days with poor scores in a week – authorised by the Head of Year</i>

## 7. Behaviour Interventions

The academy uses a number of interventions (summarised in the table below) to support pupils in being able to meet our expectations of behaviour.

A pupil may be in receipt of one or more intervention at any given time and the use of such interventions is at the discretion of academy leaders who are best-placed to judge the likely effectiveness of any intervention.

Universal	Targeted	Specialist
<ul style="list-style-type: none"> <li>▪ Prior to joining the school (Y7) and during induction week at the start of every academic year (all year groups), explicit sharing of the academy's behaviour expectations and behaviour policy</li> <li>▪ Considered decision making by teachers that know pupils best about class groupings and seating plan arrangements</li> <li>▪ Explicit teaching and timely reminders of expected behaviours through weekly Living Our Values lessons within the pastoral curriculum and also through weekly year group assemblies (when required)</li> <li>▪ Consistent use of the whole-school behaviour system across all subject areas and activities, including the use of house points and rewards to recognise and reinforce positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fast track access into an extra-curricular activity or into a position of tutor group or year group responsibility (i.e. book monitor) to raise self-esteem and increase opportunities for enjoyment and affirmation</li> <li>▪ The use of report cards and target setting to provide a specific focus on an identified area for improvement (i.e. avoiding talking out of turn)</li> <li>▪ Sustained access to a trained sixth form or volunteer mentor to provide advice and guidance around friendship groups, addressing specific behaviours or planning for the future (raising aspirations)</li> <li>▪ Access to Place2Talk or a trained peer counsellor for short-term work to address matters of anxiety or frustration</li> <li>▪ Sustained access to the academy's wider pastoral team to receive specific guidance relating to one of the following areas: <ul style="list-style-type: none"> <li>○ Faith</li> <li>○ Careers &amp; Aspirations</li> <li>○ Organisation</li> <li>○ Friendship Groups</li> <li>○ Crime</li> </ul> </li> <li>▪ Participation in a series of small group workshops targeted at improving self-regulation or social communications</li> <li>▪ The use of adapted or amended behaviour systems, including time-out cards and access to the learning support centre at social times</li> <li>▪ Expert teacher (middle or senior leader) visits to hot-spot lessons or activities in which frequent behaviour concerns are arising in order to develop mitigating strategies and long-term improvements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referral to the academy SENDCO for screening assessments to take place to identify possible additional needs, often using the Pupil Attitudes to Self and School (PASS) survey or Strengths and Difficulties Questionnaire (SDQ)</li> <li>▪ Direct referral to the Speech and Language Therapist or Educational Psychologist</li> <li>▪ Referral to Place2Be for sustained access to school-based counselling</li> <li>▪ Referral to Forward Thinking Birmingham for sustained access to specialist mental health services</li> <li>▪ Referral to the local authority Early Help service and the implementation of an Our Family Plan</li> </ul>

## **8. Behaviour Escalation**

Despite the number of interventions available, a pupils behaviour may continue to be persistently disruptive to the safe and orderly running of the school.

*As a result, the academy also has an escalating ladder of consequences.*

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. 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.

## **10. 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
- 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.

## **11. Specific Behaviour Issues**

### **(a) 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.

### **(b) Discrimination**

The Ark Network has due regard to the need to eliminate discrimination, harassment and victimisation, and to promote equal treatment for all.

In terms of proactive measures, the academy explicitly teaches about protected characteristics through its pastoral curriculum.

Where incidents of discrimination do arise, the academy aims to both sanction but to also educate, following the 'Major Incidents' matrix, but also following this up with teaching and reflective activities for the pupil who exhibited discriminatory behaviours.

### **(c) Bullying**

We define bullying as deliberately harmful behaviours, which repeatedly, over time, target a specific person(s) for whom it is difficult to defend themselves. There are many such harmful behaviours, however the three main types are:

- Physical (e.g. hitting, kicking, theft),
- Verbal (e.g. racist, sexist or homophobic remarks, threats, name-calling), and
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

Ark St Alban's Academy aims to create a positive learning environment which promotes the development of young people in the fullest sense and their learning and success in school. The academy believes bullying is anti-social, it affects everyone in the community and therefore, it will not be tolerated.

Students who have been bullied, or who have witnessed bullying, may demonstrate any of (but not limited to) the following:

- Changed behaviours (including possibly becoming nervous or shy),
- Absenteeism or truancy
- Feigned illnesses
- Self-harm.

All academy staff must be alert to the symptoms and signs of bullying and report them, in accordance with school procedures, to a middle or senior leader with responsibility for pastoral care. We aim to establish a culture of trust with students, parents and staff. All are encouraged to share concerns about any aspects of school-life with senior staff.

When an incidence of bullying is found to have occurred, the academy will take the following steps to support the victim(s):

- Providing the opportunity to be referred for in-school counselling
- Providing the opportunity to speak with a member of staff of their choosing
- Informing key staff to ensure supervision, monitoring and support across the school
- Providing the opportunity for a structured restorative justice meeting led by senior staff
- Providing the opportunity for parents to discuss the matter and its implications with senior teachers

When an incidence of bullying is found to have occurred, the academy will take the following steps to address the perpetrator(s):

- Implement a serious consequence which involves an aspect of isolating them from their victim(s). This may or may not include fixed-term exclusion, internal exclusion or detentions
- A parent meeting will be arranged which directs parents to ensure parents take action to address and improve the behaviour of their child.

#### **(d) Sexual Harassment**

All staff understand when referring to Sexual Harassment includes:

- Unwanted conduct of a sexual nature
- including sexual remarks
- sexual taunts
- physical behaviour
- online sexual harassment

This is dealt with very seriously and referred, and dealt with, through safeguarding procedures (see safeguarding and child protection policy).