

Behaviour Policy

Date of approval:	01/09/22
Approved by	Consilium Academies
Date of next review:	September 2024

1. Aims

The aim of the policy, in accordance with section 89 of the Education and Inspections Act 2006, is to promote good behaviour and ensure that Buile Hill Academy offers students a happy and caring environment in which they all can achieve the highest educational standards. We strive to ensure we provide a safe environment for students free from disruption, violence, bullying and any form of harassment or unwanted behaviour and a behavioural approach to reinforce a culture where sexual harassment is not tolerated.

When children are engaged, challenged, actively involved in lessons, know what they must achieve and are rewarded, they behave at their best. Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which the Academy rightly expects. At Buile Hill Academy, students are treated as individuals and the sound relationships between staff and students are based on mutual respect and our core values of Aspiration, Respect and Pride.

The achievement of high standards is through an emphasis on praise and rewards combined with stimulating and quality Teaching and Learning.

The overall aim is to create a **Personal Best** and **No Excuses** culture. This means Rewards are important, so we identify the Character traits we wish to see.

Buile Hill Academy believes that all teachers should have the right to teach, and students have the right to learn without disruption, in a climate of mutual respect. Our core purpose is to ensure every student leaves us ready for their next successful chapter, with students attending college/university or starting a fulfilling career. Buile Hill Academy will not tolerate any student who does not allow this to happen.

With this in mind, we view all corrective conversations as teachable moments and base these conversations around being Ready, Respectful and Safe.

2. Roles and Responsibilities

The Local Academy Board and Consilium

The Local Academy Board and Consilium is responsible for ensuring that the behaviour policy is effectively pursued at the school and the principles stated are reviewed frequently. They will ensure that the policy is communicated clearly to all stakeholders, via the website. The Local Academy Board and Multi Academy Trust will support the school in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010.

The Headteacher

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Local Academy Board and Multi Academy Trust and will determine an acceptable standard of behaviour of all students. The Headteacher is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable students, and support for staff when faced with challenging behaviour.

Staff

Staff, including teachers, support staff and volunteers, are responsible for following the school's policy and procedures in a fair and consistent way and without discrimination. All staff are expected to model the behaviour expected of students and take responsibility for behaviour in any part of the school. With the support of the Headteacher, staff are responsible for providing a positive learning environment that promotes self-discipline. Mutual support for colleagues is important to ensure consistency and high standards are maintained throughout the school. Staff contributions to the review and development of the behaviour policy and procedures are essential for maximum effectiveness. Staff have a responsibility to ensure that all students are listened to and supported, and that their views are considered. Reasonable adjustments must and will be dependent upon an individual's specific learning needs regarding SEND issues and social/emotional issues. The Local Academy Board, Headteacher and staff ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, and sexuality.

The Local Academy Board, Headteacher and Staff are committed to ensuring that the behaviour policy and procedures safeguard the rights of all students to be educated in an engaging learning environment in which they feel safe and supported, and free from discrimination. This means that in accordance with the Equality Act 2010, the application of the

behaviour policy and procedures will not be prejudiced in any way, particularly on the grounds of nationality or ethnicity, culture, disability, religion, or sexuality.

Parents, Carers and Guardians

Parents, carers and guardians are expected to take responsibility for the behaviour of their children both inside and outside school. The school regards the relationship with parents and carers to be very important and seeks to foster those relationships positively in order to maximise support for their child. Parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour, and to raise with the school any issues arising from the operation of the policy.

Students

Students are expected to take responsibility for their own behaviour and aim for a culture of **Personal Best** and **No Excuses**. The policy, procedures and expectations will be clearly communicated to students. Students are encouraged to support their peers in behaving well. They have a responsibility to support the school's stance on bullying, prejudice, harassment; disruptive and unsafe behaviour by reporting any witnessed or suspected incidents.

Form Tutor

A Form Tutor's role is central in both caring for students and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour. The role of Form Tutor is vital to the efficient running of the school, successful pastoral care and the delivery of the form time programme. Tutors are accountable to the Heads of Year.

The Form Tutor should be the first person to whom a student will turn to for help or advice, although it may sometimes be necessary to refer the matter forward, it is through regular daily contact that unobtrusive care is exercised.

Teaching Staff

All staff are expected to:

- Overtly promote a Personal Best and No Excuses culture in their lessons
- Provide a safe, secure and ordered environment
- Adapt the learning for all students in their class – ensuring lessons are interesting and bespoke
- Ensure teaching is a purposeful experience for all students and develop rigorous learning opportunities within their classroom.
- Build positive relationships with students within the classroom and around the school and community
- Apply behaviour management strategies consistently to support learning and student conduct
- Demand and expect the best from every student they teach and interact with – every child matters
- Praise children, smile at them, ensure the lessons are engaging and those students feel safe and well cared for in the classroom environment.
- Make opportunities to reward students who meet their responsibilities well
- Issue consequence fairly to all students who do not meet their responsibility
- Through CPD and personal research, be committed to understanding children's needs, making reasonable adjustments and employ appropriate interventions, ensuring all student's needs are met
- Ensure all expectations of the Teaching Standards are met

Pastoral Team

All Heads of Year (HOY) are expected to:

- Challenge and support students to show a Personal Best and No Excuses attitude to school
- Work closely with family to ensure this happens
- Track behaviour over a range of subject areas
- Provide modification strategies and interventions, whilst recognising and responding to the student's individual needs.
- Analyse behaviour information and data to identify and work with students who have poor behaviour for learning or are at risk of exclusion.

- Assist in resolving relationship issues between students and between students and staff.
- Work with students, parents, staff and support agencies to overcome barriers to learning
- Liaise with subject teachers on linking behaviour for learning to achievement and attainment, including links with SEND.
- Promote the recognition and rewarding of students' achievements and behaviour within the year group.

Departmental

All departments are expected to provide:

- A 'Good Neighbour' Support Timetable - each department creates a 'Good Neighbour' Support Timetable, outlining the location and staff available to support, should student relocation be required. The Support Timetable will identify where students can be placed to complete work, should they be unable to meet school standards and expectations
- The 'Good Neighbour' Support Timetable will also outline the departmental staff who will provide support to supply/cover supervisors through a 'check-in and check-up' system
- Smaller departments will link with another department to create a combined 'Good Neighbour' Support Timetable
- The timetable will be readily available for staff to refer to.
- Student expectations - if a student is relocated to complete their work, students must complete the work set by their teacher to a high standard or engage in the relocated lesson and return completed work to their teacher at the end of the lesson
- All staff will be present and active at doors/on corridors to support changeover - irrespective of whether or not they are teaching

Consistent Departmental Protocols

- Promote the recognition and rewarding of students' achievements and behaviour
- The HOD is responsible for monitoring BFL within their department through Departmental Meetings - minutes from meetings will be shared with AHT for Behaviour
- SIMS Log - if a student is removed from a classroom for persistent low level disruption or for a serious breach of our expectations, it is absolutely essential that the parent of the child is notified: the teacher must add details to SIMS which in turn will notify parents via Parent App. A letter will also be sent home on the same day to inform parents of their child's removal from a lesson via the main office.
- If a student receives two removals within a half term, a parental phone call should be made by the subject teacher and recorded in sims
- If a student receives a further removal, totalling three within a half term, a parental meeting should be arranged, held and logged on SIMS by the subject teacher
- Truancy will be sanctioned and monitored within departments.
- A Stage 4 Alert must be followed up with a full and detailed incident report and shared with the HOD and HOY

Cover Supervisor and Supply Support

- Each department will allocate staff to provide support to supply/cover supervisors through a 'check-in and checkup' system, outlined within the departmental support timetable
- External teachers - reports of poor behaviour must be followed up by subject teacher/HOD
- Cover Supervisors - to follow whole school procedures

Senior Leadership Team

All members of the SLT team will be allocated to a specific year group to support with:

- Monitoring of Form Time activities
- Year Team meetings
- Reintegration meetings following absence/FTE from school
- Hold afterschool/lunchtime detentions

3. Expectations for students

Students should aim to always demonstrate our core values of Aspiration, Respect and Pride. This will be seen in a Personal Best and No Excuses attitude.

We will challenge and support all students to ensure they:

- Comply with all requests made of them, without question. Follow the school rules.
- Are properly dressed, equipped, and organised
- Complete all work set to their Personal Best
- Conduct themselves at all times in an aspirational, respectful manner showing pride in themselves

4. Rewards

Our Rewards system will reward the above Behaviours. The system is designed to promote Personal Best. We use SATCHEL ONE to record and communicate this to students and their families.

Points will be celebrated in Tutor time, Assemblies, end of term and end of year activities.

**I am
going
to be
rewarded
for...**

**PB Attending
Extracurricular
Activities**

I must attend a club or intervention for any subject to receive this point OR a club outside of school such as football, gymnastics, scouts.

**PB Community
Contribution**

I must participate in an activity that contributes to my community. This could be through fundraising for a charity, volunteer, creating awareness for a cause...

**PB Engagement in
Learning**

I must try my personal best when answering questions, completing work and attempting challenge task to receive this point.

**PB Academic
Excellence**

I must make progress in a subject such as achieving a higher grade to receive this point.

**PB Preparation
For School**

I must have full uniform and all equipment for the week to receive this point.

PB Homework

I must complete my homework to a higher standard than my previous piece to receive this point.

PB Resilience

I must try my personal best to be resilient when I may be struggling with a task or a personal issue.

PB Reading

I must participate in reading aloud during lesson or be involved in any reading projects from the library such as Bookflix.

PB Attendance

I must aim for 100% attendance for the week to receive this point.

PB Leadership

I must volunteer in any leadership tasks in or out of the classroom such as parents evening, school tours, school council....



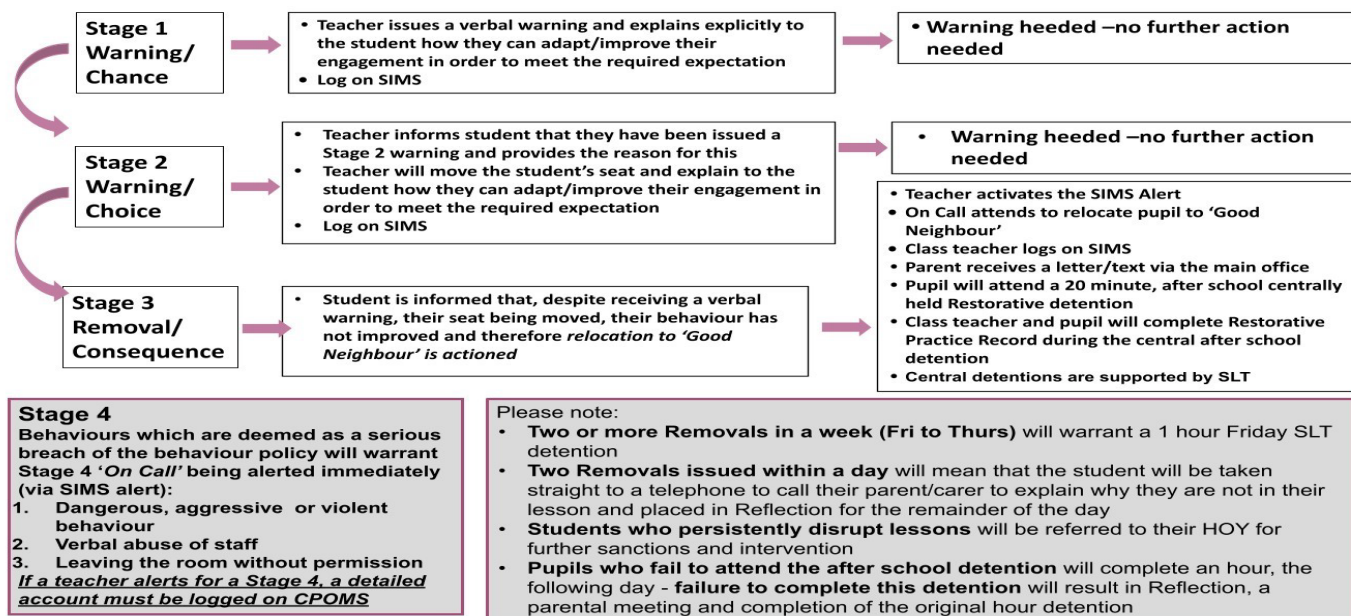
5. Our staged approach to deal with inappropriate Behaviour

Our staged approach is not just for lessons; it applies to all aspects of school life.



Behaviour for Learning - Staged Approach

At BHA, we expect all students to take responsibility for their own learning and progress and ensure that they are focused in lessons.
In order to keep the learning environment calm and purposeful and ensure everyone is learning effectively, students not adhering to the school expectation will be sanctioned accordingly.



Parental consent is not required for detentions, including those after school. Detentions form part of the school's sanction system. Most detentions are conducted after school hours and range from 20 minutes to an hour. Failure to attend will escalate to subject leader and SLT detention if required.

Peer on Peer Abuse, Racial Abuse and Harassment

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Racial abuse
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Up skirting
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals - This is explained in paragraph 29 of Keeping Children Safe in Education.

Any such issue will be investigated and dealt with. The aim is to ensure we have a culture where we all understand they can't and must not happen but if they do we all report it and it is dealt with robustly. The SHAPP system supports students to be able to anonymously report such issues.

Mobile Phones

It is the school's policy that mobile phones should always be kept switched off and in bags throughout the school day. If a mobile phone is brought into school, it must be kept in the student's bag. If phones/earphones are seen or heard, they will be confiscated for the remainder of the school day.

Repeated confiscations (up to 3 per term) will result in a parental meeting.

6. Health and Safety

Students should not:

- bring in, use or supply any illegal drug. This is strictly forbidden and use of or supplying illegal substances could result in permanent exclusion.
- use cigarettes or alcohol on the way to, from and whilst on the school premises.
- interfere with any school equipment (including fire alarms).
- bring on to the school site any dangerous articles (including knives, fireworks, and any sort of firearm or harmful chemical).
- climb on to any school buildings, fences or into private premises near the school.
- throw rubbish on the school floor, school grounds, neighbouring gardens, pathways or roads, but should deposit rubbish in the refuse containers placed round the school site.
- leave the school site without permission from the Head of Year or a member of the Senior Leadership Team.

Prohibited Items

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or harmful substances, are not brought into school. In the majority of cases the application of common sense will easily determine what should not be brought into school. Students suspected of bringing in any item in the banned items under 'Prohibited items' may be searched without consent, including their belongings, by the Headteacher or other staff who are authorised to do so.

In accordance with the school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, a member of staff can confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. Students may be excluded in extreme cases, or when students have received previous warnings about banned items.

7. Suspension

A fixed term suspension may be issued for an isolated incident or where a student's behaviour has not improved over a period of time, despite support and other sanctions. We follow the national guidance on suspensions. For fixed term exclusions of 6 days or longer, alternative educational provision will be made via the school. This provision may be at another educational establishment or via home tutoring. During a fixed term exclusion, work will be provided via the online learning platform.

Several types of behaviour will automatically result in a student being given time in reflection, off site seclusion, a fixed term suspension or ultimately a permanent exclusion.

- Swearing directly at a member of staff.
- An unprovoked assault on another student.
- Indulging in an action which threatens the safety of any other member(s) of the school community.
- Drinking alcohol in school or being drunk in school.
- Being found in possession of illegal drugs / caught using drugs.
- Dealing drugs in school (Permanent Exclusion)
- Proven bullying whatever form taken.
- Bringing weapons of any kind into school
- Issues mentioned above in Peer on peer section

Internal Isolation

The Reflection Room is for serious and/or persistent breaches of school policy and an alternative to fixed term exclusion. We may also use the similar rooms of local schools if and when needed.

Re-Integration following a suspension

These meetings will be supportive and restorative in nature and will usually be held with the Head of Years and /or a member of the Leadership Team. If a parental meeting cannot be conducted before the end of the FTE, the student will remain in the RU until the meeting has been held.

Students returning from a fixed term exclusion may be asked to re-sign the home/school agreement, sign an ABC Agreement and may spend time within the Reflection room prior to returning to mainstream lessons. Students will be placed on report in order to monitor their conduct and engagement.

8. Permanent Exclusions

In response to a serious one-off breach or persistent breaches of the expectations and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school we will consider a Permanent Exclusion.

In practice this means that there are two likely scenarios for a permanent exclusion

- Student has a history of persistent disruptive behaviour and we feel we cannot do anymore.
- Your child has committed a single serious one-off offence, even if they have never been in trouble before.

The guidance is clear; it is up to each school to define what counts as a serious offence.

9. Use of reasonable force

Positive Handling Strategies: Under Government guidelines all members of staff have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. It is no longer acceptable for schools to have a 'no contact policy'. At Buile Hill Academy we have worked hard to place support structures in place to help create a calm, orderly and supportive climate. As a result, instances of physical restraint are very rare. However, we also recognise that sometimes, our students make wrong decisions. Because of this, on rare occasions, staff may have to physically intervene in certain circumstances to uphold the safeguarding measures we have put in place for staff and students and prevent injury.

10. Powers to Search

By law, schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child. Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a 'prohibited item'. (DFE Searching, screening and confiscation, February 2014)

Schools have no legal requirement to make or keep a record of a search.

Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Schools can apply an appropriate disciplinary penalty where a student refuses to cooperate with the search.

11. Malicious accusations against staff

Buile Hill Academy has a duty of care to both its students and its staff.

"Malicious" is defined in s.200 of the Keeping Children Safe in Education 2020 guidelines having "sufficient evidence to disprove the allegation and there has been a deliberate act to deceive"

We aim to build strong and positive relationships with students. However, there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student which could result in exclusion.

Staff training

The school is committed to providing appropriate high-quality training for staff on all aspects of behaviour management to ensure successful implementation of the policy.

12. Links with other school policies

In order for the behaviour policy to be effective, clear links with other school policies, such as the Uniform, Quality of Education Handbook, Anti-bullying Policy, E-safety, Reflection, Acceptable Use Policy, Safeguarding, Attendance, Teaching and Learning and SEND Policy have been established.

13. Review

In consultation with staff, the policy and its procedures are regularly reviewed and updated in conjunction with statutory requirements and DfE guidance. The behaviour policy is published to parents annually.