

## Behaviour For Learning Policy

Date produced: 31st October 2019

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Review date: September 2020

### Our Vision and Rationale

The Buile Hill Academy Behaviour Policy has been developed after input from all members of the school community; students, staff, parents and governors, to generate a shared vision for the school.

The procedures arising from this policy has been developed by the Behaviour Working Party in consultation with the staff, parents, students and governing body. The procedures make clear to the students, how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the Behaviour Panel. Behaviour of pupils in school is reported to governors through the Pastoral Team.

The basic principles and expectations are that all members will be:

- Respectful
- Ready
- Safe

After watching and taking feedback from the best classroom practitioners in school and from external experts, the most fundamental principles of our policy are:

- At Buile Hill Academy we strongly believe that creating good relationships with students is essential, this is key ingredient around which the others principle fit.
- We are relentless in chasing up young people who don't meet the high expectations we have set

Good behaviour for learning is the responsibility of all – staff, pupils, governors and parents.

These points underpin everything we do in the school to ensure a successful, nurturing learning environment for all. All actions need to be applied consistently through the school systems but with the realisation that we cannot treat all students the same. Just as good practitioner would differentiate in lesson so we must differentiate for specific students in our care in terms of behaviour management.

Buile Hill Academy believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary and we seek to create an inclusive, caring, learning environment in the school.

### Behaviour and Attitudes to Learning

- Every teacher is responsible for behaviour in their classroom. The best teachers only call for support as a last resort, i.e. when all behaviour management strategies have been exhausted. Should all of these strategies be unsuccessful, staff can use the C3 callout system.
- The best teachers work really hard to create a positive learning environment. They greet children with a welcoming smile, make them feel safe and spend time building outstanding relationships with them.
- Where a strong sense of mutual respect exists within a classroom fewer behaviour problems arise and the best teachers work hard to promote this scenario. A positive atmosphere naturally creates a positive learning environment.
- If a pupil 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 contacted. A letter is sent home to inform parents of their child's removal from a lesson on the same day. Following removal, the pupil completes a 20 - 30 minute detention where, when necessary, an RJ is completed with the teacher concerned, to rebuild the relationship. Any missed work should also be completed by the pupil to ensure their progress is not affected by their removal from the lesson. Support from the Head of Faculty should be provided as required. All incidents and parental meetings must be recorded on SIMS.
- HoYs, supported by the Behaviour RAC and Pastoral Lead are responsible for tracking behaviour over a range of subject areas and will intervene when patterns of poor behaviour emerge.

Staff Expectations. All staff are expected to:

- Adapt the learning for all students in their class – make it interesting and bespoke
- Ensure teaching is a positive experience for all students and develop exciting learning opportunities within their classroom.
- Build relationships with students within the classroom – smile and model positive behaviours.
- Consistently apply classroom and school rules – apply behaviour management strategies to support learning and ensure consistency in dealing with students.
- Demand and expect the best from every student they teach – 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
- Provide a safe, secure and ordered environment
- Follow procedures consistently
- Issue consequence fairly to all students who do not meet their responsibility

Students' Expectations. All students are expected to:

- Arrive on time, in full uniform, be equipped and willing to learn.
- Take an active role in their learning.
- Consider the feelings of others in their classroom.
- Strive to do the very best they can in all aspects of school life.
- Students follow school rules and develop mutual respect with everyone in school.
- Listen to and follow instructions without argument
- Let the teacher teach
- Accept the consequences if you don't meet your responsibilities
- Allow everyone to enjoy the right to learn
- Listen to the views of students

#### Pupil Rewards

The school's ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. We recognise that our students thrive on praise, the thrill of success and the glow of recognition. Rewarding students and celebrating success is at the heart of our community. Staff are encouraged to focus on rewards not sanctions and Merit Points are given for good behaviour and positive attitude to learning. These are beneficial motivational tools and encourage healthy competition within the school community.

#### Aims

- Rewards increase the motivation of all students, encouraging their self esteem, aspirations and enjoyment of learning.
- The practice of giving rewards assists the school in maintaining and increasing the quality of teaching and learning.
- The giving of rewards encourages all students to achieve. Thus they will receive credit for achievement throughout the school in all contexts.
- The system of giving rewards supports the role of the Heads of Year and Form Tutors in celebrating success, and helps to facilitate the awareness of achievement by other members of staff and parents.
- Every member of staff will praise students for good or improved work and effort using the following system.
- Rewards are to support and promote good behaviour

Merit Points can be redeemed against prizes as shown in the table below at the end of each term.

| Points   | Reward  |
|----------|---|
| 25-49    | Pencil case with full equipment<br>Canteen voucher for toast<br>Small chocolate bar<br>Tea and cake with Headteacher  |
| 50-99    | Canteen voucher for £5 – bacon sandwich every day<br>Sweets/ Chocolate reward – Easter Egg etc<br>McDonald's/ KFC for lunch one day in school<br>Breakfast meal with friends<br>Break or lunch 5 minutes early for one week– Golden Ticket<br>£5 X Box Credit |
| 100-249  | Cinema Voucher - £10<br>Trafford Centre Voucher - £10<br>Itunes voucher - £10<br>Non uniform for the day – on set days in the year<br>£10 Xbox Credit   |
| 250-500  | Small trip – bowling, museum, ice skating, etc<br>Workshop in school – circus skills,<br>Voucher for money off a trip<br>Ticket to a sporting event – Man Utd, Man City, Salford Red etc  |
| 500-1000 | Kindle<br>Nexus 7<br>22" Television<br>Bike or £100 towards a bike<br>Samsung Galaxy Mini<br>Nokia Lunua 630  |
| 1000+    | Ipad Mini<br>Laptop   |

### Sanctions

Sanctions are needed to respond to undesirable behaviour. Applying any sanction will be supported by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Procedure for dealing with incidents in the classroom

| Level            | Strategies   | Example behaviours  |
|------------------|--|---|
| C1 - Chance      | Classroom teacher based sanctions and actions<br>Behaviour management strategies applied in the classroom by the classroom teacher – e.g moved seating, redirecting to work, classroom support   | Low level behaviour eg Talking/not on task                              |
| C2 - Choice      | Classroom teacher based sanctions and actions<br>Classroom teacher ensure sanctions are applied and completed data entered onto SIMS if persistent   | Repeated low level behaviour  |
| C3 - Consequence | <ul style="list-style-type: none"> <li>● Removed by HoY/SLT</li> <li>● Subject teacher emails details to Seclusion staff.</li> <li>● Students will be removed to work elsewhere within the department</li> <li>● Parents informed by letter via the office</li> <li>● Classroom teacher enters information on SIMS</li> <li>● Pupil completes 20 - 30 minute detention</li> <li>● Repeated incidence – departmental action to support teacher and or student</li> <li>● HoY to monitor and intervention strategies implemented if necessary</li> </ul> | Repeated disruption within the classroom despite management strategies. |
| SLT Callout      | A pupil can be removed immediately without following the C1 or C2 procedures following a serious breach of conduct.  |   |

The vast majority of our pupils behave well. However, Form Teachers and Heads of Year will keep a careful check on the total of C3s gained by students to help monitor low level disruption and to spot students who are beginning to cause concern across the school. A C3 hierarchy of interventions will be applied as below.

| Number of C3s | Special Report to             | Sanction to be applied   |
|---------------|-------------------------------|--|
| 2             | Form Tutor or Subject Teacher | Phone call home  |
| 10            | Head of Year                  | Parental meeting   |
| 15            | Head of Year                  | 1 day in Seclusion, parental meeting   |
| 20            | SLT Link                      | 2 day in Seclusion, parental meeting   |
| 25            | RAC Behaviour                 | 3 days in Seclusion, parental meeting  |
| 30            | Pastoral Lead                 | 4 days off site, parental meeting<br>Managed Move considered                     |
| 35            | Deputy Head Teacher           | 5 days Respite,<br>Pastoral Behaviour Panel (HOY, SLT Link,<br>Parent and Pupil) |
| 40            | Head Teacher                  | Governors Panel  |

## PROTOCOL FOR C3 REFUSERS

In the unlikely event that a pupil refuses to attend the C3 detention, the following protocols will be actioned:

| Number of Refusals | Process  | Sanction                                 |
|--------------------|--|--|
| 1                  | Restorative meeting with subject staff and HOY<br>Phone call home (subject staff)  | Report to FT                             |
| 2                  | FT Parental Meeting  | 1 day in Seclusion<br>Behaviour Contract |
| 3                  | HoY Parental Meeting   | 2 days in Seclusion                      |
| 4                  | HoY & SLT Link Parental Meeting  | 3 days in Seclusion                      |
| 5                  | HoY & RAC Parental Meeting   | 5 days in Seclusion                      |
| 6                  | HoY & Assistant Head for Behaviour Parental Meeting  | 5 days outside Head's office             |
| 7                  | HoY, RAC, AH for B, Head Teacher, Parental Meeting   | 5 days Respite                           |
| 8                  | Governors Panel - (RAC to arrange)<br>Student remains on Respite until Governor Panel<br>Advised if contract broken again, governing body recommended to permanently exclude | Respite<br>FTE/Assisted Transfer         |

SLT Link/Isolation Sanctions (Guidelines only)

| Student's Action:                            | Days in Isolation:       | Reflection Task  |
|--|--------------------------|--|
| Walking off site without permission          | ½ day                    | Health and Safety Reflection   |
| Repeatedly refusing to follow report process | ½ day                    | Behaviour Reflection and letter of apology to member of staff                  |
| Smoking or in possession of paraphernalia    | ½ day                    | Research dangers of smoking - create notes/powerpoint<br>Refer to School Nurse |
| SLT called to remove from a lesson           | ½ day                    | Behaviour Reflection<br>Letter of apology to member of staff and SLT           |
| 2 C3s in one day                             | The remainder of the day | Behaviour Reflection   |
| Dangerous or unsafe behaviour                | ½ - 1 day                | Behaviour Reflection   |

Seclusion Sanctions (Guidelines only)

| Student's Action:  | Days in Seclusion:                         |
|--|--|
| Caught instigating or trying to incite a fight             | 1 day                                      |
| Persistent truancy   | 1 day                                      |
| Repeatedly refusing to comply                              | 1 day                                      |
| Verbal abuse/swearing directly at staff                    | 1 day                                      |
| Vandalism on site  | 1 - 2 days                                 |
| Repeated instances of bullying students                    | 1 - 5 days (refer to Anti Bullying Policy) |
| Physical aggression or threatening behaviour towards staff | 3 - 5 days                                 |
| Fighting and physical violence                             | 1 - 3 days                                 |
| Organised fight  | 1 - 5 days                                 |

\* Being in possession of illegal substances or a weapon (whether constructed or original eg blade made from plastic), homophobic or racist comments/actions will result in a sanction dependent on

the incidents severity and intent. This will range from education, Seclusion, Fixed Term Exclusion or Permanent Exclusion from school.

#### Punctuality

Students are encouraged to arrive to school and lessons on time. A bell sounds to indicate a session has ended. A second bell signals four minutes later to inform staff that students are late. Punctuality detentions are issued daily to pupils who arrive late to class. Subsequent parental meetings are held, should punctuality not improve..

#### Detentions

Teachers can impose detention with or without the approval of parents. Failure to comply with the teacher's order to remain may be treated as a further disciplinary offence. This may result in a fixed term exclusion, imposed by the Head Teacher.

#### Searching Pupils and Confiscating Banned Items

If a member of staff suspects a pupil has a banned item in his/her possession, for whatever reason, they can instruct the pupil to turn out his or her pockets or bag. If the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

School is not required to have formal written consent from the pupil to search them.

School can apply an appropriate disciplinary penalty where a pupil refusing to cooperate with the search.

#### What can be searched for ?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school which has been identified in the behaviour policy as an item which may be searched for.

#### Prohibited items:

- Isotonic drinks/Fizzy drinks
- Chewing gum
- E cigarettes
- Cigarettes
- Tobacco
- Lighters
- Alcohol
- Drugs
- Fireworks
- Weapons or items that can be construed as a weapon



- Large amounts of confectionery
- Anything which can be considered a health and safety risk to themselves or others

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 pupil's property as a disciplinary penalty, where reasonable to do so.

By Law school is not required to inform parents before a search takes place or to seek their consent to search their child.

School has no legal requirement to make or keep a record of a search.

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

#### Roles and Responsibilities

- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.
- All staff and governors will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They also have a responsibility for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.



Abbreviations used in this document

HOY – Head of Year

SLT – Senior Leadership Team

RAC – Raising Achievement Coordinator

HoD – Head of Department

HoF – Head of Faculty

FT – Form Teacher

SIMS – School Information Management System



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