



# Ark Burlington Danes Academy

## BEHAVIOUR POLICY

*September 2016; last reviewed September 2015*

### GUIDING PRINCIPLES

In Burlington Danes Academy, we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I 'Rewards and Sanctions') This policy is designed to promote good behaviour rather than merely deter antisocial behaviour.

### PRACTICE & GUIDANCE

#### **ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR**

##### **The Head teacher will:**

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The head teacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour.

##### **Pupils will be:**

###### **'Safe and Calm' around the academy site by**

- Ensuring that electronic equipment/phones/MP3s/earphones are out of sight in the academy and are switched off. If seen or heard they will be confiscated and returned only to parents
- Leaving valuable or expensive items or large sums of money at home: the academy does not accept responsibility for the loss or replacement of any valuable items

- Always wearing the correct uniform and observing the uniform code. We do not wear excessive jewellery. One pair of plain stud, gold or silver, earrings are allowed if smaller than 3 mm in diameter. 'Rocks', dangling or hooped earrings are not allowed. Boys cannot wear earrings. Facial /nose/tongue piercings are forbidden. Make up, nail polish, acrylic nails and hair dye are not allowed. Hairstyles/eyebrows must not have designs shaved into them or be shorter than a no.3 cut and no beards or moustaches for boys. Never wear 'hoodies', caps or steel capped shoes on the academy site.

#### **'Safe and Calm' in lessons by**

- Remaining silent and listen carefully when the teacher is talking to the class
- Sitting in lessons according to the teacher's seating plan
- Remembering that the bell in lesson times is the teacher's signal to end the lesson, not your signal to move.

#### **'Safe and Calm' in the Corridors by**

- Observing the 'Corridor Code':
  1. Walk quietly and quickly on the left
  2. Wear your blazer, carry your coat
  3. Show good manners.

#### **'Arriving on time' by**

- Arriving in the academy no later than 0820
- Being punctual to all your lessons, arriving before the late bell
- Aiming at 100% attendance to the academy.

#### **'Ready to Work' by**

- Carrying your Student Planner at all times (a replacement is on sale in the school shop)
- Being properly equipped: a BDA bag (in years 7-10), books, pens, pencils, ruler, eraser, calculator, glue stick, PE kit on the relevant day
- Drinking only water in lessons, from a BDA water bottle, when permitted. Never eating or chewing in lessons
- Having your Student Planner open on your desk at the start of every lesson
- Always listening carefully, always doing your best
- Putting your hand up if you wish to contribute to the lesson
- Going to the toilet in break/lunch time and never during valuable lesson time.

#### **'Taking Pride in Your Work' by**

- Do your best
- Looking after your workbooks and ensure they are free from graffiti and doodles. Remember they have a wide audience: your teacher, parent(s) , subject leaders, Heads of Faculty and the Senior Leadership Team, Governors, Inspectors amongst others
- Underlining titles with a ruler, set out your work neatly and date it
- Recording your homework in your Student Planner
- Meeting all your deadlines for work, homework and coursework
- Knowing your most recent levels/grades, your target levels/grades and how to reach them
- Acting on teachers' advice, commenting on the marking in the space provided.

#### **'Being Thoughtful of Others' by**

- Encouraging good relationships with one another
- Being courteous
- Remembering that the classroom is always a place of learning
- Do not call out in class; raise your hand to make a contribution
- Encouraging everyone to work hard
- Respecting and being proud of the environment, keeping it litter-free

- Showing good manners and respect to all staff and visitors in the academy, as well as to one another

Working together to ensure that everyone connected with the academy is free from prejudice and bullying, including inappropriate and hurtful use of the internet/mobile technologies, reporting any abusive language, aggression, homophobic, racist or sexist comments

**Parents, Carers and Families will:**

- Support the school when reasonable sanctions to discipline a child have been Used.
- Promote positive behaviour at home in order to have continuity between home and school.
- To share concerns constructively with the school.  
To attend meetings to discuss any concerns with your child's behaviour.

**APPENDIX I – REWARDS AND SANCTIONS**

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**The following would be considered extremely serious breaches of our behaviour code and may lead to permanent exclusion:**

**Items not permitted** on the school site: stink-bombs, lighters, cigarettes, laser pens, This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety;

**Dangerous Items** also banned: fireworks, illegal drugs, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas). Pupils found in possession of 'banned' items will have them confiscated and it is likely the academy will involve the Police. The academy has the authority to 'dispose' of banned items;

**Aggressive, abusive or otherwise inappropriate behaviour** on or off-site. Please remember that whenever you are in the BDA uniform you are representing the academy and the academy expects all pupils to contribute to the positive reputation of the academy in the wider community;

**Sexual relationships** (sexual relationships between pupils under the age of 16 are against the Sexual Offences Act 2003);

**Malicious accusations** against a member of staff that are proved unfounded, dependent on the severity of the accusation and the distress caused;

**Intentionally setting off the Fire Alarm** outside of a genuine emergency

**Serious bullying or cyber bullying** (whether done on or off-site);

**Gambling** on or near the academy premises;

**Knowingly bringing a 'trespasser' onto the school site;**

**Serious damage to academy or other property;**

**Any significant breach of health and safety** on or near the academy premises.

**BDA123 SANCTIONS POLICY**

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Most pupils actually obey the rules; that is how schools function. The system for rewarding good behaviour has been outlined. The system for discouraging poor behaviour is outlined below.

**Level 1 - First warning – a public, verbal warning**

A pupil who disrupts the environment of the classroom, detention, assembly or any other aspect of the school day will be given a public, verbal warning. This should be done in a non-confrontational manner. Most pupils will stop misbehaving at this stage.

**Level 2 – Written warning-Students name recorded on the whiteboard**

A pupil who disrupts the environment of the classroom, detention, assembly or any other

aspect of the school day on two occasions, will receive a written warning. In a classroom situation the teacher shall record this warning on the whiteboard. In situations where a white board is unavailable it shall be recorded in writing elsewhere.

### **Level 3 – Removal from class and referred to the Consequence Room**

A pupil who disrupts the environment of the classroom, detention, assembly or any other aspect of the school day on three separate occasions shall be removed from the classroom and placed in the Consequence Room which will be staffed by the Behaviour Manager.

Any pupil who refuses to leave the classroom and attend the Consequence Room shall be excluded for a fixed term of a minimum of one day.

In the Consequence Room the following procedures will be observed:

1. The pupil will give their phone to the Behaviour Manager.
2. The pupil will complete a reflection sheet detailing their feelings, the reasons for their removal and possible solutions to avoid further referrals to the Consequence Room.
3. The pupil will be given work to complete in silence.
4. There will be no communication between students in the Consequence Room.
5. Before the pupil is reintegrated into the classroom, the staff member who referred the pupil to the Consequence Room will meet with them for a restorative conversation. During this conversation, the staff member and the pupil will review the pupil's reflection sheet, discuss the reasons for the referral to the Consequence Room and discuss possible strategies to avoid further referrals.
6. The staff member who made the referral to the Consequence Room will make an attempt to contact the pupil's parent or guardian to inform them of the referral and the details of the restorative conversation.
7. A pupil will spend seven school periods in the Consequence Room for every referral a teacher makes. On the day after the referral, pupils will be escorted from line up to the Consequence Room if they have not completed the full seven periods on the day of the referral. Pupils will spend break and lunchtime in the Consequence Room in silence. Food will be brought from the canteen for them during lunchtime. The school day ends at 4pm to accommodate the restorative conversation.

BDA 123 will be followed in the Consequence Room. If a pupil reaches level three they will receive a fixed term exclusion of five days.

### **Where BDA 123 does not apply**

On occasion a pupil may behave in a manner that is totally unacceptable and is classed as gross misconduct. Examples of this type of behaviour are fighting, aggressive or threatening behaviour towards staff or other pupils or swearing at or in the presence of a member of staff. This list is not exhaustive.

If this happens the teacher will send a message to SLT or Behaviour Manager to come and remove the pupil from the area. On removal the pupil will be brought to the Consequence Room or spend the remainder of the day with a senior member of staff. This will facilitate the investigation of the incident.

In situations such as this the head teacher will decide on the appropriate sanction, up to and including exclusion.

### **DEMERITS**

In the classroom

Behaviours that do not disrupt the classroom environment will be sanctioned with demerits. Examples of this type of behaviour include lack of equipment, swinging on a chair, use of an electronic device, lateness and uniform violations. In the case of use of electronic devices, a demerit will be accompanied by confiscation of the device. This list of examples is not exhaustive.

Outside the classroom

Demerits may be issued outside the classroom for low level behaviour such as poor corridor behaviour, inappropriate choice of language, rude or discourteous behaviour.

## **MERITS**

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It is important that we find ways of rewarding good behaviour as well as sanctioning poor behaviour.

Examples of student behaviour deserving of a classroom merit might include:

- Well thought out and reasoned response to questioning
- Effort above and beyond expectation
- High level of achievement in set work
- Remarkable piece of homework

Teacher will actively look for opportunities to award merits for positive behaviour or 'public service' in corridors and around the school. In this way we reinforce the positive behaviours that we would like all the students to adopt.

Examples of student behaviour deserving of a site merit might include:

- Assisting a peer in need
- Being a role model i.e. stopping confrontation etc
- Helpful behaviour
- For each behaviour only one merit should be awarded

The merits that are awarded to students will be centrally recorded and used in a number of ways. Every term a summary document will be posted home. This document will keep parents informed on how their child is behaving and may form a focus for discussions with parents.

- The merits will inform the weekly certificate and prize giving during the Small School Assembly. The merits will also inform BPSPs/EHPs/Target Setting procedures.

The students weekly merit sheet will reflect:

- The total number of merits gained each week.
- The total number of demerits gained each week.

As part of our positive discipline approach, we use

- Merit Certificates
- Letters to parents and students
- Raffles
- Special lunches
- Phone call home
- Gift vouchers up to £100
- Trips
- Bikes
- Postcards of excellence
- Lottery prizes

## **MONITORING AND EVALUATING**

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- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of misbehaviour – Isolation room book, head teachers records, home/school link communications.

### **Trips**

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they have moved to stage 4 of the sanctions procedures, they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

### **Review:**

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.

## **SUPPORT SYSTEM**

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### **Consequence Room**

The Consequence Room is used to isolate pupils in school after removal under BDA123 or for serious misbehaviour. Pupils can only be referred to the exclusion room by senior staff who will determine the length of time to be spent there.

### **Fixed Term Exclusion**

Fixed Term exclusions (where pupils are sent home for a fixed period of time) are only used in exceptional circumstances such as, failure to conform in the exclusion room, failure to follow the instruction of a senior member of staff, where the pupil's behaviour is felt to pose a risk to the health and safety of others, failure to conform in an acceptable way and therefore interfering with the smooth running of the school.

### **Report**

A report will be used by Heads of Year to focus students on particular behavioural targets (such as punctuality, behaviour, homework etc). Students must give the report to their teacher at the beginning of every lesson, and the teacher will complete it at the end of the lesson. Parents/carers are asked to support the process by checking and signing the report daily. According to circumstances students might be put on report to a member of SLT.

### **Behaviour Support Plan**

A Behaviour Support Plan is set up for a pupil who is thought to be at risk of permanent exclusion due to either repeated disruption of lessons or other serious misbehaviour. A support package is devised in order to assist the pupil to improve his or her behaviour. Prior to starting a PSP or in the early stages of a BSP, if a child is continuing to misbehave a respite placement at another school – CHILDERLEY may be considered. Failure to respond to a BSP would ultimately lead to either a managed move or permanent exclusion.

### **Senior Staff Panel (SSP)**

A Senior Staff Panel Plan is set up for a pupil who is thought to be at risk of permanent exclusion due to either repeated disruption of lessons or other serious misbehaviour. A SSP could also be triggered if a pupil accumulates too many demerits in a term.

### **Berwick Centre**

The Berwick Centre is a onsite behaviour unit setup to support students with extreme behavioural problems. This is a 6 week programme that designed to tackle the root causes poor behaviour. Some vulnerable students will have anger management and circle time in the centre to help with their behaviour in lessons.

### **Head Teacher's Final Warning**

The Head Teacher may setup a final warning meeting if a child's behaviour has deteriorated and all other interventions have failed. The parent of the child will be made aware that after this meeting anymore issues regarding their child's behaviour could/will lead to a permanent exclusion.

### **Respite Placement/Supported Transfer - CHILDERLEY**

The Head teacher is able to arrange a respite placement/supported transfer to another school on occasions to avoid permanently excluding a pupil.

### **Permanent Exclusion/Local Authority Provision**

Permanent exclusions are rare but are a sanction available to the Head Teacher should there be extreme circumstances or a student has persistently failed to respond to other sanctions or strategies intended to support him/her in modifying his/her behaviour.

Permanent exclusion would be used in serious one off cases such as malicious accusations against school staff, an assault of a member of staff, selling illegal substances or for repeated misbehaviour and failure to respond to a BSP. On occasions, pupils are withdrawn from school and a place is taken up in one of the local authority pupil referral centres or other provision is arranged in conjunction with the local authority as an alternative to permanent exclusion.

### **Sanctions ladder**

Trigger points:

Third Referral – one day in the Consequence Room, teacher phone call home and tutor phone call home warning of impending Tutor Report.

Fifth Referral – two days in the Consequence Room, teacher phone call home, tutor phone call home and two week Tutor Report

Eighth Referral – one day in the Consequence Room, DOL phone call home, notification of impending DOL Report.

Ninth Referral – three days in the Consequence Room, two week DOL Report.

Twelfth Referral – one day in the Consequence Room, Small School Head phone call warning of impending Small School Head Report.

Thirteenth Referral – four days in the Consequence Room, two week Small School Head Report.

Sixteenth Referral – one day in the Consequence Room, warning of impending Head of Behaviour Report.

Seventeenth Referral – five days in the Consequence Room, senior staff meeting, Principal's warning and two week Head of Behaviour Report.

Twentieth Referral – Principal's phone call, warning of possible six week Childerley intervention and Governor's Warning.

Twenty-third Referral – six week Childerley intervention, Governor's reintegration, final warning.

Twenty-fifth Referral – possible permanent exclusion/managed move to T-BAP

### **Conclusion**

We are committed to working supportively with parents and aim to contact parents at an early stage if we have any cause for concern.

Equally, we recognise that guiding young people through their teenage years can be challenging for parents as well as teachers and wherever possible will support parents in this process. We strive to put emphasis on the positive aspects of our pupils and look for the good to raise their esteem and self worth and will contact parents to inform them of achievements and give positive information. The school's behaviour management policy is designed to ensure effective learning and help pupils to be good citizens and happy, confident and considerate young people who have developed a strong moral code to guide them through life.

<b>POLICY OVERSEEN BY: Graham Fleming    NEXT REVIEWED: March 2017</b>
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