Burnage Academy for Boys
Behaviour and Respect Policy

This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review

Review Date	Changes made	By whom
July 2020	Policy created	Mathew Rogers
January 2021	Section 13 on remote learning added	Pervaz Iqbal / Mathew Rogers
July 2021	Section 6 – Corridor Code, minor updates to Section 7 and 8 regarding Corridor Code and Confiscation of items leading to possible permanent exclusion	Mathew Rogers

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2020-21	January 2021	Alan Scott, ratified by Chair of Pastoral Committee Roz Webster
2021-22	September 2021	Alan Scott

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1. **Mission, vision, values and aims**

Mission statement

Burnage Academy for Boys is an inclusive school community where students, staff and families all work together to ensure that boys will be the best they can be.

Vision

At Burnage Academy for Boys we will develop:

- RESILIENCE – we will teach students the skills to face all challenges in life with determination and self-awareness.
- INDEPENDENCE – we will create confident individuals who are able to think critically and make informed decisions.
- CARE – we will go further to make a difference to our students, staff and families, creating a safe space in school.
- SUCCESS – we will celebrate the progress and achievement of all in our school community, recognising that boys do better at Burnage.
- TOGETHERNESS – we will ensure all students take part fully in the range of diverse cultural experiences that Burnage and Manchester has to offer them.

Values

- Resilience
- Independence
- Care

Aims

Burnage Academy for Boys believes that every pupil has the right to learn and every teacher has the right to teach, in a safe, secure environment. We show the values of care to our staff and pupils in this belief. We will ensure that our pupils show resilience when facing behaviour challenges and are celebrated when they show progress and success around behaviour. The school will challenge and support students who struggle to meet the behavioural expectations of the school, engaging with families and offering support through differentiation, SEND processes and Early Help as appropriate, in order to create independent, happy and resilient students.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons; at break, lunchtimes and in the community
- Non-completion of classwork to the best level it could be for that pupil, despite support
- Poor attitude or poor moral choices
- Incorrect uniform
- Persistently poor punctuality

Serious misbehaviour, called the school's 'red lines' are defined as:

- Repeated breaches of the school rules
- Persistent disruption of lessons over time
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft

4

- Truancy

- Fighting / assault

- Threatening behaviour towards staff and/or students

- Open defiance/refusal of staff requests

- Defiant refusal to social distance

- Deliberate coughing or spitting at other members of the school community

- Smoking

- Throwing items over balconies

- Acts of hatred including racist, sexist, homophobic or discriminatory behaviour

- Online abuse of staff

- Misuse of the computer network

- Use of a mobile phone on school premises *(confiscation and return to parents weekly)*

- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers, lighters
  - E-cigarettes / Shisha pens
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Anti-Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
HBT (Homophobic, Biphobic, Transphobic) bullying	Any acts of discrimination or persecution against members of the school community based on gender identity or sexuality

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy below:

- Students are educated through the personal development curriculum to recognise the signs of bullying, through a clear student friendly anti-bullying resource linked to the themes in this policy. Preventative work is carried out in these sessions where pupils consider the impact of bullying. In addition there are bespoke lessons on

building rapport with others and lessons which teach students the difference between assertive and aggressive behaviour towards others.

- Students, parents/carers and peers can report bullying through a variety of sources, including through their form tutor, House Leader, DDSL, DSL or any adult in the school who will send on to the Safeguarding Team through our '**safeguarding@burnage.manchester.sch.uk'** reporting mechanism. Alternatively, bullying can be anonymously reported through our SHARP system, which is checked daily by House Leaders.

- The school will immediately investigate any allegation of bullying, including listening to the viewpoint of both the alleged victim(s) and perpetrator(s). This will usually be carried out by one of the Behaviour Mentor team in the school.

- Once investigations are completed, the Head of Behaviour in conjunction with the Deputy Headteacher (Pastoral) will make a decision on the most appropriate sanction which could range from restorative discussions only through to fixed term exclusion from the school, depending on the nature, extent and impact of the bullying on the victim(s).

- A restorative conversation, supervised by a Behaviour Mentor, will always take place between any victims and perpetrators of bullying, based on the school's belief in restorative justice to empower the victim and educate the perpetrator.

- The school trains adults in the school to recognise the signs of bullying during the behaviour and safeguarding training at the start of the year, with staff signing off that they fully understand the signs which may suggest bullying and how to best react to this particular safeguarding concern.

- The school will act to ensure any persons with protected characteristics under the Equality Act of 2010 are safeguarded and supported by the school through its anti-bullying approaches.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the school to account for its implementation during termly Pastoral Committee and Governing Body meetings

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages care and positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will work with the Deputy Headteacher (Pastoral) to monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to create a safe and secure environment.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils based on SEND information and the results of behaviour panel reviews
- Recording behaviour incidents through the Classcharts behaviour system

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil etiquettes and Corridor Code

Burnage Academy for Boys has clear in class etiquettes and an out of class corridor code which it expects all pupils to follow at all times. These have been developed in conjunction with the staff and pupils of the school and are clearly linked into our mission, vision and values. They are displayed in every classroom and corridor and teachers are trained to work towards these at all points in the day. The eight etiquettes are listed below under the most appropriate school value.

Resilience

- Complete your work to your best

Independence

- Punctual to your lessons
- Follow instructions quickly

Care

- Uniform worn well
- Respectful to the other people in the class (adults and pupils alike)
- One voice in the room
- Respect the building and our community
- Calm when walking to classes

Our corridor code is:

- Keep Left
- Keep Moving
- Keep Calm
- Keep Uniform Smart

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise. The school operates a mantra of 'catching the pupils being good'
- Positive Classchart points which can be saved and used in our school shop
- Etiquette praise postcards which go into a termly raffle draw
- Letters or phone calls home to parents from teachers and/or Leadership Members
- Special responsibilities/privileges such as reward trips
- Personalised references for KS4 pupils from the Deputy Headteachers / Headteacher
- Regular gift vouchers and reward certificates for positive behaviour point attainment and/ or progress at our year group / house assemblies

The school may use one or more of the following sanctions in response to unacceptable behaviour in the following order for the majority of low level disruption:

- A verbal reminder from the teacher with corrective action requested
- A second and final verbal reminder with a corrective action, along with a move of seats or 1 minute 'cooldown' at the door
- Detention at break or lunchtime, or after school with the teacher alongside a restorative discussion
- Sending the pupil out of the class to work with the Head of Department or Faculty
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil through 'escalation to the behaviour team' on Classcharts for the most serious acts which the school defines as its 'red lines'. The behaviour team will act and respond back to the member of staff within 24 hours to ensure the staff member feels supported
- Letters or phone calls home to parents
- The behaviour panel process from stages 1 - 3

We may use the School Inclusion Unit (hereafter referred to as the SIU) in response to serious or misbehaviour. Pupils may be sent to the SIU during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. The SIU is managed by the Head of Behaviour and Rewards, Mr Iqbal, alongside an SIU lead member of staff.

Pupils who do not attend a given detention will be collected by the Leadership member on patrol during period 5 the following day and taken to the main hall for collection by the teacher at 3.30pm. The teacher must log the failure to attend the detention by 3:30pm on the day of the detention in order for this process to work.

Pupils who engage in anti-social behaviour around the school or commit acts of minor vandalism will be expected to pay back to the school through our school community service. Families will also be contacted and the school may request a contribution to pay for damage caused. Families are within their rights to refuse this request for financial contributions.

7.2 Off-site behaviour

Sanctions will also be applied as per the above where a pupil has misbehaved off-site in the community or on any school trip. Likewise recognition and reward will be applied similarly.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Teachers must use strategies to ensure that the following etiquettes and corridor codes are followed by the pupils:

Resilience

- Complete your work to your best

Independence

- Punctual to your lessons
- Follow instructions quickly

Care

- Uniform worn well
- Respectful to the other people in the class (adults and pupils alike)
- One voice in the room
- Respect the building and our community
- Calm when walking to classes

Our corridor code is:

- Keep Left
- Keep Moving
- Keep Calm
- Keep Uniform Smart

Through this work the teachers will:

- Create and maintain a stimulating environment that encourages pupils to be engaged through creative planning and quality teaching
- Display the pupil etiquettes and work towards these as the classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines linked to the etiquettes
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour through positive praise, 'catching students being good'
  - Concluding the lesson positively and starting the next day afresh with all pupils
  - Having a plan for dealing with low-level disruption around seating
  - Utilising strategies for individual pupils communicated through SEND information or behaviour panel review information
  - Using positive reinforcement through Classcharts points, etiquette postcards, calls home to parents/carers
  - Following a clear escalation around low level disruption of the etiquettes from verbal warning through to teacher detention and removal to Head of Department/Faculty
  - Reporting serious misbehaviour as 'escalation to the behaviour team' through Classcharts

8.2 Physical restraint

The school does not hold formal restraint training for its staff. However, in some circumstances, staff may use reasonable force to restrain a pupil to prevent them in the following circumstances:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort to safeguard a member of the school community from harm**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents by the House Leader with a record of this placed on Classcharts, for example "had to hold X by the arms to stop him from….."

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils for their own safeguarding.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Certain banned items such as weapons, drugs, alcohol and e-cigarettes / vape pens will immediately lead to a 5 day fixed term exclusion pending a Leadership decision on permanent exclusion from the school. This is due to the serious safeguarding risks attached to these items.

We will confiscate any mobile phones pupils use on the premises, store safely and return to parents / carers on a weekly basis.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Whilst having high standards of our pupils we will show care, aiming to build pupils' resilience through a clear and escalating programme of behaviour panel support for pupils and families in need. This aims to allow the student to become an independent learner in the school and is laid out clearly in Appendix 1.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process and throughout the year as issues are identified at Head of Faculty reviews

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed on a half term basis through the school monitoring week procedures, involving lesson observations of practice and student voice. The school will also monitor the impact of the policy through anonymous staff and student surveys. The policy will also be examined by the Headteacher and Governing Body on an annual basis. At each review, the policy will be approved by the Headteacher subject to any updates required.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy, found at https://burnage.manchester.sch.uk/school-policies/

- SEN Policy, found at https://burnage.manchester.sch.uk/school-policies/

- Exclusion Policy, found at https://burnage.manchester.sch.uk/school-policies/

13. Remote Learning Behaviour Expectations

Rewards:

Positive attitude/engagement learning from home will be rewarded with:

- Verbal praise. The teacher will give positive praise when in a live Teams lesson for students that are actively engaged in their on-line lesson.
- Etiquette praise postcards by teachers that will be issued directly to your House Leaders which will go into a monthly raffle draw which will be shared virtually on your House page in teams.
- Positive phone calls or emails home to parent/carers by teachers/House Leaders and Leadership members for outstanding work/engagement on-line.
- Positive ClassCharts points for online/engagement work.
- 'Student of the fortnight' for each year group for actively engaging with on-line work rewarded with vouchers, this will be displayed/recorded on the House page in teams.

Sanctions:

Negative engagement/behaviours during on-line learning will be reprimanded using the following:

- An initial verbal warning will be given from the teacher.
- Should a second verbal warning be required, the student will be muted (by teacher) and the student asked to listen only and not talk for five minutes.
- A third warning will result in the student being removed from the lesson and the following will be implemented.
    - Class teacher emails relevant pastoral team member
    - House Leader will telephone parent/ carer to inform of the behaviour and reaffirm expectations of students during online lesson.
    - Student will be expected to complete any work missed at home and send this in.
- Escalation will be undertaken if such behaviours continue in further lessons/ are deemed significant (to be discussed with House Leader if clarity is required) and will involve letters sent home to parents/carers and student could be referred to the behaviour monitoring stage upon their return to school.
- Should any student engage in extreme negative online behaviour such as racist, homophobic or sexist language towards others, whether verbal or written, it should be recorded in ClassCharts with 'escalation to the behaviour team' as the outcome. The House Leader will check ClassCharts daily and act accordingly.

Students that fall into keyworker/ vulnerable category will continue to access school's onsite provision and will continue to follow the Behaviour and Respect Policy that remains in place.

We do expect students to uphold the values and etiquettes from the school when they are learning remotely. This involves following the same resilience, independence and care etiquettes we expect in the classrooms of the school.

For those having any difficulties with the virtual learning, teachers and House Leaders are contactable via email/teams.

The school encourages students to make contact if they are struggling. The school is committed to assisting with this.

Appendix 1 – Pupil Behaviour Support Escalation Process (see Section 8.4)

Phase 3 Behaviour Intervention – Deputy Head collaborating with Head of Behaviour, House Leader, SENCOs, Mentors and Social Workers

Behaviour
- Lack of improvement in pupil identified by Head of Behaviour and House Leader. Pupil is still disrupting learning and learning of others, struggling to self-manage, anti-social, engaging in risky behaviours which put their own saf and safety of others at risk, earning a lot of ClassCharts negatives and/or SIU/FTE.

Strategy, Timescales & Meetings
- Once every 4-6 week meetings
- Behaviour profile reviewed, staff informed as to new strategies, techniques etc. to help student self-manage better if there is anything missing at this point.
- Larger scale bespoke curricular strategies can begin at this point, with later starts, finishes , temporary part time timetables etc., more time out of class on 1-1 work with mentors the 'Hive' as an intervention
- Use of PRU provision and/or Permanent Exclusion is now an option if no sustained impact
- For as long as needs this level of support to maintain an improvement, with a view to around 4-5 panels needed

Key Staff
- Meetings chaired by Deputy Head. Pupil monitored by Deputy Head, House Leader, Head of Behaviour, SENCO, possibly Behaviour Mentor & Social Worker

Phase 2 Behaviour Intervention – Head of Behaviour & House Leader collaborating with SENCOs, Mentors and Social Workers

Behaviour
- Lack of improvement in pupil identified by House Leader and Head of Behaviour. Pupil is still disrupting learning and learning of others, struggling to self-manage, anti-social, engaging in risky behaviours which put their own safety and safety of others at risk, earning a lot of ClassCharts negatives and/or SIU/FTE.

Strategy, Timescales & Meetings
- Pupil monitored by the House Leader, 8-12 week intervention as a minimum with at least 3 behaviour panels. House Leader to contact home bi-weekly to update parents on pupils' progress. House Leader to send pupil's ClassCharts reports once every two weeks.
- Begin deeper investigations into possible significant barriers to learning – external agencies, assessments etc. to begin at this stage if not already involved. Clear strategies to differentiate based on this expert opinion to be added to behaviour profiles. Some bespoke interventions can be tried at this stage.
- Behaviour profile reviewed, staff informed as to new strategies, techniques etc. to help student self-manage better. Conducted in collaboration with SENCOs.
- Bespoke strategies such as mental health time out passes, PRU visits, Federation school visits, 5 minute early passes, sometime out of lessons etc. with mentors can begin here but no curriculum changes of any great impact
- House Leaders begin deeper investigations into possible family issues causing barriers and involve deeply in joint planning – EHA? Referral? Parenting guidance offered through materials we have access to in order to assist in parenting strategies.

Phase 1 Behaviour Intervention – Form Tutor and Behaviour Mentors led by House Leader

Behaviour
- Pupil identified by House Leader and Head of Behaviour as struggling to self-manage in BAFB. Pupil is still disrupting learning and learning of others, struggling to self-manage, anti-social, engaging in risky behaviours which put their own safety and safety of others at risk, earning a lot of ClassCharts negatives and/or SIU/FTE.

Strategy, Timescales & Meetings
- Parental meeting, behaviour profile drawn up and staff informed as to strategies, techniques etc. to help student self-manage.
- Form Tutor to contact home bi-weekly to update parents on pupils' progress. House Leader to send pupil's ClassCharts reports once every two weeks.
- Behaviour mentors to check in and re-track with pupils to keep them on a positive path

Key Staff
- House Leader to be the lead with Form Tutor and Behaviour Mentor supporting. Pupil monitored by the Form Tutor, 6 week intervention as a minimum.

Immediate escalation if required based on severity / frequency of behaviours