



Burnage Academy For Boys

## Behaviour Policy

This policy is designed to promote positive behaviour and to deter poor behaviour, including all forms of bullying. The contents are subject to frequent and regular review and are amended as necessary, particularly in the light of changes in pertinent legislation and the adoption of new initiatives within school.

**Last reviewed on:**

**Next review due by:**

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## Introduction

In light of the principles set down by the school's Governing Body, this document has been determined by the Head Teacher, Ian Fenn (IDF), aided by Mathew Rogers (MR), Assistant Head Teacher – Behaviour Lead, and follows consultation with students, parents and staff.

Reference has been made to the Government's document 'Behaviour and Discipline in School' – A Guide for Headteachers and School Staff' (2016) and to recent "Behaviour and Discipline in School – Advice for Headteachers" (2017) guidance from the National Association of Headteachers.

There is also particular reference to the School Discipline chapter of the Education and Inspections Act 2006 (EIA 2006) and reference to best practice models used across schools in the UK.

The policy is brought to the attention of students (including new admissions), parents and staff (including new, part-time and supply) annually or more often as required. Translated versions are available as necessary.

## Governing Body Statement of General Principles

- At Burnage Academy for Boys (BAFB) we believe that a safe environment of mutual cooperation results in the most effective climate for learning and teaching.
- We believe the highest standards of challenge and expectation result in the highest levels of attainment.
- We believe that all members of the community have a responsibility to develop and promote positive relationships, to enable all students to develop their full potential and have a pride in all that they do.
- All adults in the Burnage community have a responsibility to act as a positive role model for the students. Our own behaviour should mirror our expectations of the children.
- All members of the school community should show a respect and tolerance of other cultures and religions.
- All adult members of BAFB should be committed to a common and consistent approach to the behaviour management of the student body.
- Any student who fails to follow the school code of conduct will be subject to school sanctions.
- Any student who strives to meet the school code of conduct deserves to be recognised and rewarded.

## **Rules and Expectations**

### **Rights and Responsibilities**

In order to ensure an orderly and safe climate for learning, a set of expectations which the school, students and parents should have of one another, has been established. These expectations are presented below in the form of a summary chart with the 'rights' and 'responsibilities' of the school, the students and parents. They have been agreed with the five outcomes of the previous Every Child Matters Agenda very much in mind. Although there exists a healthy balance between the rights and responsibilities of staff and students based on mutual respect, the Head teacher, teachers and other school staff patently remain in charge.

It is vital that all adult members of BAFB apply a common and consistent approach and should regularly, and when necessary, refer to the rights and responsibilities of the whole school community. Staff will be held accountable if they fail to adhere to the behaviour policy of the school.

All members of the BAFB community should embrace these rights and responsibilities in order to allow the school to operate as a calm and harmonious establishment where all parties can flourish.

### **School Rights & Responsibilities**

#### Rights

- To make clear the school's statutory power to discipline students and that students and parents will need to respect this.
- To enforce the school behaviour policy – including rules and disciplinary measures.
- To expect students and parents' cooperation in maintaining an orderly climate for learning.
- To expect students to respect the rights of other students and adults in the school to learn in a safe space.
- Not to tolerate violence, threatening behaviour or any form of verbal abuse by students or parents. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.
- To take firm action against students who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate.

#### Responsibilities

- To ensure the whole school community is consulted about the principles of the school behaviour policy.
- To establish and communicate clearly measures to ensure good order, respect and discipline.
- To ensure the school behaviour policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and as appropriate reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
- To make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion.
- To take all reasonable measures to protect the safety and well-being of staff and pupils, including addressing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behaviour and never denigrate students or colleagues.
- To promote positive behaviour through active development of students' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

### **Students' Rights & Responsibilities**

#### Rights

- To contribute to the development of the school behaviour policy, with pupils being involved in the consultation process.
- To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.
- To act as positive ambassadors for the school when off school premises.
- To be taught in environments that are safe, conducive to learning and free from disruption.

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- To have their achievements recognized and celebrated.
- To be treated with equality e.g. on the grounds of race, disability or sexual orientation.
- To be treated with respect by staff and fellow pupils.
- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.
- To hold religious beliefs without fear of prejudice.

### Responsibilities

- Not to bring inappropriate or unlawful items to school.
- To show respect to school staff, fellow pupils, school property and the school environment at all times, following staff instructions.
- Never to denigrate, harm or bully other pupils or staff.
- To cooperate with and abide by any arrangements put in place to support their behaviour such as mentoring and reporting to key individuals in the school.
- Understand that everyone is entitled to practice his or her religion without fear of prejudice.
- Always endeavour to do their best to produce work that is of a high standard that can be praised and celebrated.

## Parents' Rights & Responsibilities

### Rights

- To contribute to the development of the school behaviour policy.
- To be kept informed about their child's progress, including issues relating to their behaviour.
- To expect their children to be safe, secure and respected in school.
- To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.
- To appeal to the Head teacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.

- To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.

#### Responsibilities

- To respect the school's behaviour policy and the disciplinary authority of school staff.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.
- If their child is excluded from the school to home, to ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the school at the end of a period of fixed term exclusion.
- If their child is excluded from the school to our internal exclusion unit (SIU), to attend a reintegration interview with the school during the period of exclusion to the SIU in order for the child to return to their classes.

#### **Acceptable and unacceptable behaviour**

The school defines acceptable behaviour as that which 'promotes courtesy, cooperation and consideration from all students in terms of their relationships with other students within and outside the school, teachers and other school staff and with visitors and other persons within and outside the school premises'.

The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, damage to or theft of property belonging to another, bullying (including cyberbullying) on the grounds of body image/size/obesity, homophobic bullying, faith based bullying, ageist bullying, disability bullying and sexist bullying.

Violence, threatening behaviour or abuse by students or parents will not be tolerated. If a student engages in any of the above they will be subject to an appropriate school sanction.

If a parent does not conduct him or herself properly, the school may ban them from the school premises and if they continue to cause a nuisance the school will report the matter to the appropriate authorities.

The school will not tolerate the use of or distribution of drugs. Any student discovered in possession of drugs will be referred to the police and will be subject to a fixed term or permanent exclusion depending on the amount of drugs discovered. This decision will be at the discretion of the Headteacher.

The use of an item as an offensive weapon will also not be tolerated; in particular all types of knives whether shop bought or homemade. Possession of an item used or intended to be used as a weapon will result in an automatic fixed term or even permanent exclusion. The school has the legal power to search pupils suspected of possessing weapon(s).

## **BAFB Rules and Classroom Expectations**

In order to establish and ensure a consistent approach to learning, a set of 'BAFB RULES' have been drawn up. The BAFB section was initially agreed by staff at the school, including House Leaders. The RULES section was drawn up by the students of the school.

### **BAFB RULES**

- Be sensible when moving around school
- Attend on time
- Focus on being the best that you can be
- Bring correct equipment and wear full uniform
- (Blazers must be worn at all times, hoodies and man bags are banned items)
- Respect the school and each other
- Understand our different cultures & religions
- Learn from your mistakes
- Encourage and support each other
- Success is our goal

These rules should be clearly displayed in classrooms and staff are expected to regularly refer to these rules in order to establish and maintain a consistent approach to behaviour management and to maximise learning throughout the school. They should also adhere to the following classroom expectations.

### **Classroom Expectations**

- All staff are expected to greet students at the door, be an active presence in communal areas of the school and make students feel welcome with a calm and consistent approach.
- Staff should ensure that the students line up outside classes and enter prepared to learn.
- The learning environment should be stimulating, celebrate the work of the students and relate to the learning.
- Staff and students are expected to arrive on time to lessons.
- Planners should be on the desk at all times
- Staff should ensure that students are packed up and ready to leave at the end of the lesson so that the students will not be late to the next lesson.
- Lessons must begin promptly; staff must make sure the students are following the classroom rules.
- Staff will take an accurate register of attendance and punctuality as near to the start of the lesson as possible and uniform must be checked.
- Internal truancy must be logged on our behaviour management system and will always result in an after school detention in the first instance followed up by the classroom teacher in the after school detention.
- Staff should ensure that they do not allow students to spoil the learning of others
- There should be one voice at a time with no shouting; hands up to seek attention
- Appropriate and positive behaviour will be encouraged by the use of praise and rewards; inappropriate behaviour will be managed using appropriate school sanctions (see 6.1).

### **Out of Class Behaviour and Corridor Rules**

All students are expected to behave according to the established rights and responsibilities. In addition to this all students are expected to follow rules in our communal areas.

#### **Communal areas of the school (corridors, stairwells and the street)**

- Walk around our building calmly and keep to the left
- Talk in a calm manner in our communal areas
- Behave calmly and respectfully to all people in the school in our communal areas
- Only enter a classroom if you permission from the staff to do so
- Line up quietly outside the classroom prior to lessons
- Eat in the dining hall or sandwich area of the street only
- Adhere to the one way system at all times:

- ✓ The bridge is one way from the new block into the old block.  
This rule does not apply to an individual child in the company of a teacher. Class groups must not break the rule
- ✓ Stairway D (by the Head's office) is up only
- ✓ The science corridor is one way only towards stairway E
- ✓ Stairway E (at the front of the school) is down only
- ✓ The IT corridor is two way

## **Home school Agreement**

The standards of behaviour expected by BAFB are included in its Home School Agreement. The agreement can be found in the school planner which issued to all students at the start of each academic year. It is assumed that parents and students adhere to this agreement.

Should a parent disagree with any aspect of the Home School Agreement they are to contact Mathew Rogers (Assistant Headteacher – Behaviour Lead) in the first instance to discuss their concerns.

## **Rewards**

Positive and negative behaviour is recorded using Classcharts. Staff use the system to input incident logs.

The system allows Form Tutors, House Leaders, Heads of Faculty and Leadership Group to monitor and report on behaviour as necessary. House Leaders will report on behaviour trends in their house to the Leadership group on a bi-weekly basis. Mathew Rogers (Assistant Headteacher – Behaviour Lead) will report on whole school behaviour trends to the Headteacher on a termly basis.

For positive behaviour, staff award students house points for a range of categories decided upon by the staff students such as good attendance, work, effort etc. House points are used as currency in our school shop and are used to form the basis of access to reward trips, vouchers and certificates which are presented on a termly basis.

## **Praise and Rewards**

BAFB strongly believes in rewarding and recognising the achievements of the many in school. It has long been established that rewards are more effective than punishment in motivating students.

Students should always be praised and rewarded for appropriate and positive behaviour – which in turn encourages others to act similarly. This should be in the form of simple positive

verbal acknowledgements or a note in their book as well as the addition of Classcharts house points on a regular basis.

In addition to Classcharts house points, the following procedures are currently in operation for rewarding pupils' achievements:

- Faculty post cards are sent home to inform parents of positive behaviour, effort and achievement.
- Similarly, phone calls home are made to inform parents of positive behaviour etc.
- Pupils with the highest number of Classcharts positive points receive a letter home from the Headteacher every two weeks.
- Certificates for high attendance, good behaviour and/or effort are awarded by Heads of House in assemblies.
- Rewards trips are organized by house leaders, form tutors and class teachers for students who have done well. These are organised on a termly basis for all year groups.
- Year 11 leavers are awarded certificates and prizes by their tutors for good effort, behaviour and general contribution to school life in their time at Burnage Academy for Boys.
- A Presentation Evening is held each year in November, when GCSE certificates and school prizes are awarded to the previous Year 11.
- At the end of each term, subject teachers award a certificate to the 'best' student in each of their teaching groups for a variety of reasons such as most house points, best attendance, behaviour, most improved, citizenship etc.
- Similarly, form tutors award a certificate and voucher to two members of their form each term.
- The school has secured 10 tickets for all home Manchester United matches and these are awarded to students for a variety of reasons.
- There is a termly whole school 'rewards assembly' when numerous awards and certificates are given out including sporting achievements and House winners.
- At the end of the summer term the new Prefect teams are announced in reward assemblies following their application and interview process.

## **Procedures for Behaviour Management**

### **Staff Guidance**

From the outset, staff must be absolutely aware that there is a clear correlation between the quality of learning and teaching that takes place in a lesson and the quality of the behaviour of students within that lesson. The more students are stimulated, the better their behaviour. The two go hand in hand and should not be divorced from each other.

In instances where students fail to fulfil their responsibilities by disrupting and preventing the establishment of a positive and harmonious learning environment, staff will use an appropriate range of measures to de-escalate and prevent disruption.

Staff will always use fair and relevant sanctions and will always bear in mind the need for consistency in their application. In all instances, staff will be expected to be alert and intervene at the earliest possible stage to prevent low-level disruption escalating to a more serious situation. 'Attitude is everything' – we each cast a shadow and we influence those we teach.

Staff receive guidance encouraging them to ensure that they:

- Make clear to the child that they are dealing with the child's behavioural choice and not stigmatising the child himself – the problem is the choice the child is making
- Never use a sanction that is humiliating and degrading.
- Follow a clear warn, warn and consequence approach followed by the issuing of either a short break or lunch detention or the after school detention
- Ensure that sanctions take account of individual needs, age and understanding (e.g. cultural), EAL/SEN and disability.
- Avoid whole group sanctions.
- Use sanctions that help the student concerned and other students to learn from their mistakes – an emphasis on restorative approaches should be adopted by all staff.
- Use sanctions in a calm and controlled manner – fight fire with water!
- Link the concept of sanctions to choice. Students see a connection between their behaviour and their impact on themselves and on others.

Staff should record all incidents that require a sanction as a conduct log in Classcharts, choosing the appropriate level of sanction according to the behaviour displayed by the pupil. However, a degree of common sense should be applied by understanding that not all situations require a conduct log!

It may be that, following a discussion with the student about his behaviour, you are happy that he has understood he was wrong and won't behave in that manner again. In which case, a log will not be required.

Form tutors, subject teachers, Heads of Faculty, House Leaders and Leadership Group all monitor behaviour on a daily, weekly, bi weekly and half termly basis.

Classcharts is utilised to provide information on both incidents and rewards. Form Tutors and House Leaders review the behaviour of students on a daily basis and this then determines whether any further action is required.

### **An Example of Good Practice**

- Upon becoming aware of a problem, use non-verbal signals to indicate your disapproval
- Issue a first warning, explaining why the student is making a poor behavioural choice and advising that student how you would like them to behave.
- Issue a second and final warning, which could also involve a move of seat in a classroom scenario, explaining why the student is making a poor behavioural choice and advising that student how you would like them to behave
- If the poor choice of behaviour continues, issue either a ten minute break / lunch detention or an after school detention, explaining why the student is making a poor behavioural choice and advising that student how you would like them to behave.
- If the student is still choosing to be uncooperative the Faculty Discipline Procedure should be implemented which may involve calling SMT patrol on extension 410/411 and having the student removed from the lesson to the Head of Faculty or Department.
- Record the incident on Classcharts as a conduct log under the most appropriate heading and indicate what outcome you have chosen as a consequence of the pupil's behavioural choice.

### **Behaviour Management Off-Site**

The school expects all students to maintain the same high standards of behaviour that are required in school. They are expected to maintain acceptable behaviour levels and good order on journeys to and from school, on educational visits, sporting events, work experience, college placements and in the immediate school vicinity and community.

BAFB expects students to behave in a way that does not threaten the health and safety of accompanying staff, volunteers, students or members of the public.

In line with the EIA 2006, the Head teacher has a statutory power 'to such an extent as is reasonable' to regulate the conduct of students when they are off-site and to apply suitable sanctions should a student behave in an unsatisfactory way.

If a student is not in the control or charge of a member of staff and is reported for misbehaviour offsite, the school will carefully consider all aspects of the incident and then respond appropriately. This may involve the implementation of one or more of the full range of sanctions available and may be imposed when the student is next in school.

Off-site misbehaviour also includes the use of cyberbullying (including the use of mobile phone calls, text messaging, the internet and images whether photographs or video footage).

## **Investigating Incidents**

BAFB will investigate any reported incidents of student misbehaviour which require House Leader or Leadership intervention to resolve within 24 hours of being reported.

More often than not the response will be instant the school will ensure that appropriate feedback from any investigation will be provided to relevant persons with details of the action taken.

**The police and any other relevant agencies will be notified where it is appropriate to do so.**

The school will take account of individual needs, age and understanding, EAL/SEN (English as a Second Language/Special Educational Needs), disability and whether the student is a Looked after Child (LAC).

Action taken, including any sanctions imposed, need only be based on the principle of the 'balance of probability' and not that of 'beyond reasonable doubt' as required in a court of law.

Copies of any statements taken, as part of an investigation relating to an exclusion, will be kept in the student's file until such time as the student leaves school.

BAFB will provide adequate time for the conduct of investigations and will complete investigations as soon as practicably possible.

## **Use of Reasonable Force**

BAFB does not operate a 'no contact' policy. Staff are aware that they have a legal power to use reasonable force when necessary. This will be either to control or restrain using no more force than is required. This can be guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

## **Searching, Confiscation and Uniform**

School staff can search students with their consent for any item which is banned by the school rules. The Headteacher, without consent, has a statutory power to search students or their possessions where he suspects the student has certain prohibited items. These are knives, weapons, alcohol, illegal drugs and stolen items.

Items will ordinarily only be confiscated if they are deemed to have prevented staff from establishing and maintaining an environment that is conducive to learning. This safeguards the right of other students to be educated.

As well as the power to enforce disciplinary sanctions, which would cover confiscation, the EIA 2006 provides staff with a specific statutory defence if he/she proves that the confiscation

was lawful. As with other sanctions, confiscation must only be applied in a reasonable and proportionate way.

If an item is deemed to be dangerous, the item will be confiscated and the school reserves the right to dispose of it or to pass it onto the appropriate authorities to dispose of. BAFB will endeavour to ensure that all lawfully confiscated items are kept safely. However the school cannot be legally held liable for the loss or damage of any confiscated items, provided it has acted lawfully.

Confiscated items of value that should not be in school or that have been misused may be stored in safety until an adult member of the family or other responsible adult can attend school to collect the item.

BAFB places great importance in the pupils wearing their school uniform with pride. No pupil should be present in BAFB without wearing the full school uniform. Students will be greeted at reception on a daily basis by the Pastoral team and then by their form tutors where uniform will be checked. Should a student forget an item of uniform or dress inappropriately, for example wearing no tie, the student should be sent/report to their House Leader by the form tutor who will loan the student the appropriate uniform. The consequence of this will be a 20 minute lunchtime detention unless the circumstances involving the lack of uniform are deemed exceptional by the House Leader.

Regular searches will be carried out to combat the selling of banned items such as chocolate, crisps, drinks and confectionary. Schools are not allowed to sell these items and we will not permit boys to sell them on the school premises. Boys caught selling will have the items confiscated. In the first instance of buying and selling they will receive a warning. However, should they continue to choose to buy and sell they will face exclusion to our SIU as a consequence with a family meeting arranged.

All confiscated goods will be returned to the family should they wish to make an appointment with the school to retrieve the goods.

### **Mobile Phones, Energy Drinks etc.**

BAFB operates a total ban on mobile phones, MP3 players or other similar electrical devices within school. There is also a total ban on fizzy drinks and all energy type drinks, whether or not they are carbonated. Students are strongly advised not to bring them in to school.

If a mobile phone or other device including head/earphones is seen by a member of staff, that member of staff dials 410 for the school office and the person on SMT patrol (see 7.2.1) is summoned to the appropriate location. The phone is then confiscated, in line with the EIA 2006, and a responsible adult/member of the family is required to attend school to retrieve the item between 2.30 and 2.45pm on Tuesdays and Fridays.

Similarly, if a student is found to be in possession of an energy type drink, this will be confiscated and a bottle of water given in exchange. If the student refuses the bottle of water, a responsible adult/member of the family is required to attend school to retrieve the item

between 2.30 and 2.45pm on Tuesdays and Fridays. Drinks will be disposed of if not collected after a period of 5 days.

All drinks in a labelled bottle, mobile phones and similar items are expressly forbidden in all school and public exams and assessments. Possession and or use of such an item may well result in the cancellation of all marks in any or all exams or assessments, in line with JCQ regulations. Bottled water is provided in all public exams.

It is unacceptable for a student to use a phone or any similar item to humiliate, threaten or bully any member of the school community including staff. This includes using a phone to send abusive texts, cyberbullying (see 5.7), or using phone cameras to record incidents of poor behaviour.

## **Cyberbullying**

Bullying is not new and it is always treated seriously at BAFB. Please refer to the school's separate Anti-Bullying Policy.

As mobile phone and internet use have become increasingly common, so has the misuse of this technology to bully.

Staff should be aware of some features of cyberbullying that are different from other forms of bullying:

- It can take place at any time and can intrude into spaces that have previously been deemed as safe or personal.
- The audience can be very large and reached rapidly. The worry of content resurfacing can make it difficult for victims to move on.
- People who cyberbully may attempt to be anonymous and may never be in the same physical space as their victim – this can be extremely distressing for those being bullied.
- The profile of the bully and the victim can be very different to expected norms – it can take place between peers and across generations; teachers have also been targets. Bystanders can also become accessories, e.g. by passing on a humiliating image.
- Some instances can be unintentional, either through 'not thinking' or a lack of awareness of the consequences e.g. saying something negative online about another pupil that they don't expect to be forwarded or viewed outside their immediate group.
- On the plus side – many cyberbullying incidents can act as evidence.

The EIA 2006 provides a defence for staff confiscating items such as mobile phones in relation to cyberbullying. Some cyberbullying activities can be deemed criminal offences under a

range of different laws including the Protection from Harassment Act 1997, the Malicious Communications Act 1988 and the Public Order Act 1986.

BAFB makes the whole school community aware of the impact of cyberbullying through communications home, in lessons and specific anti-bullying themed days.

Students and their parents are made aware of their responsibilities in their use of ICT and what the sanctions are for misuse. They are also made aware that the school can provide them with support if cyberbullying takes place out of school. As with all incidents of bullying, staff will ensure that cyberbullying incidents are properly recorded on SIMS and fully investigated thereafter.

## **Sanctions**

### **School Sanctions**

Staff have a statutory power to impose sanctions that are reasonable and proportionate to the situation (EIA 2006).

Account is taken of a student's age, SEN, disability and any religious requirements affecting the student that could possibly explain the behaviour and therefore affect the sanction (if any) imposed.

Staff should be aware of the findings of a 2008 Ofsted survey which recognise that bad behaviour can result from an inability of the child to access their learning. Staff and students should therefore understand that there are circumstances in which some students may be treated differently from others, and why.

BAFB has produced a scale of disciplinary sanctions so staff are clear about which members of staff are authorised to impose which levels of sanction. The purpose of all sanctions applied is to:

- Impress on the student that his choice is unacceptable;
- Deter the student from repeating the behaviour;
- Signal to other students that the behavioural choice of their peer is unacceptable and deter them from doing it.
- Ensure some form of restorative action so the student is supported to improve his behavioural choices in future.

The school strongly endorses the use of restorative approaches to address poor behaviour. The underlying principle is that students are held to account for their actions and are encouraged to put right the harm caused. Most routine discipline problems should be dealt with by the teachers themselves. BAFB implements an agreed range of sanctions:

- **Restorative approaches** – discussion with the pupil about their behavioural choices with promise to improve next time. This may also involve carrying out a useful task in school.
- **Warning & reprimand** – a short ten minute break, lunch or after school detention with the class teacher where they discuss with the pupil about their behavioural choices and how the pupil can improve next time
- **After school detention** – a forty five minute detention run on a daily basis and supervised by a member of middle management with Leadership / House Leader support. Here pupils are detained and the teacher who placed them here must visit to engage in a restorative discussion with the pupil about their behavioural choices and how the pupil can improve the next time. Should a pupil receive more than two teacher detentions in one day they stay for one hour. Should a pupil receive more than two after school detentions in one week they are placed in isolation.
- **Isolation** – pupils spend the day in the main school building working in isolation from work booklets outside the office of a Leadership member or House Leader. They have no first break and they stay in school until 3:30pm
- **Placement on school report**
- **Withdrawal of school privileges.**
- **Letters and/or phone call to parents/carers.**
- **Meetings with parents/carers.**
- **Referral to the School Inclusion Unit (SIU)**
- **Confiscation of an inappropriate item.**
- **Referral to the behaviour for learning panel** if the student is deemed to require a 3-6 week long placement in our SIU
- **Fixed term or permanent exclusion.**
- **Attendance Panel for truancy.**

## The Report Card

The Report Card is designed to allow an effective additional method of monitoring student behaviour and to enable students to make positive changes in their behaviour. At all stages of the Report Card System, there should be full parental involvement and parents are asked to read and sign the report each day or week as agreed with the House Leader.

Any student who is placed on a Report Card will be highlighted in red type on lesson monitor in SIMS.

Pupil behaviour is reviewed on a bi weekly basis by Mathew Rogers (Assistant Headteacher – Behaviour Lead) and House Leaders/ If a student's incident log record on Classcharts shows

persistent poor behaviour in lessons, he will be placed on Green Report which is stapled into his planner:

### **Green Report**

The report will contain up to three agreed targets. Every lesson, the teacher should indicate whether each target has been achieved and should also write a quick comment. Monitoring is by the Form Tutor. Behaviour must improve within 2 weeks - if this happens they are taken off report.

If the student fails to improve behaviour on Green Report he will be placed on Orange Report to his Assistant House Leader. Agreed targets are again set. Every lesson, the teacher should indicate whether each target has been achieved and should also write a quick comment. Monitoring is by the Assistant House Leader. Behaviour must improve within 2 weeks - if this occurs they go back to Green Report as a de-escalation procedure whilst still allowing low level behaviour support and monitoring to occur.

### **Orange Report**

If the student fails to improve behaviour on Orange Report to his Assistant House Leader he will be placed on Orange Report to his House Leader.

Agreed targets are again set but the pupil will now receive a behaviour mentor who will meet the pupil on a daily basis to discuss their behaviour, support an improvement in that pupil and focus intervention on times of the day that the pupil finds challenging. Every lesson, the teacher should indicate whether each target has been achieved and should also write a quick comment.

Monitoring is by the House Leader. Behaviour must improve within 4 weeks - if this occurs they go back to Orange Report to their Assistant House Leader as a de-escalation procedure whilst still allowing low level behaviour support and monitoring to occur.

### **Red Report**

If the student fails to improve behaviour on Orange Report to his House Leader he will be placed on Red Report to the Leadership member linked to his house.

Agreed targets are again set and the pupil retains the assistance of a behaviour mentor who will meet the pupil on a daily basis to discuss their behaviour, support an improvement in that pupil and focus intervention on times of the day that the pupil finds challenging. Every lesson, the teacher should indicate whether each target has been achieved and should also write a quick comment.

Monitoring is by the Leadership member. Behaviour must improve within 4 weeks - if this occurs they go back to Orange Report to their House Leader as a de-escalation procedure whilst still allowing behaviour mentor support and monitoring to occur.

### **School Inclusion Unit**

If the student fails to improve on Red Report, a move to our SIU will occur for between 3-6 weeks depending on the year group of the pupil.

The student and parents will be required to attend a 'Behaviour Panel' at the start and end of the placement.

Should the student be deemed school ready they will return to school on a red report to a Leadership member. Should the panel deem the pupil not school ready they will be permanently excluded from BAFB or referred directly to a Pupil Referral Unit.

### **The Faculty Behavioural Support Procedure**

The following elements serve as a guideline for Heads of Faculty (HoF) and their teams.

- If, after all appropriate action has been taken by the classroom teacher, there is no improvement in the student's behaviour, then the student should be directed to the HoF or to an agreed colleague and classroom. It is recommended that a reliable escort take the student there. SMT patrol can be called to carry this out if required. The student should be sent with appropriate work to complete.
- At the end of the lesson or agreed period of time, the student should be referred back to the class teacher, with HoF support if necessary. This allows the class teacher to retain ownership of the discipline procedure and to ensure that the student understands that the class teacher is the authority.
- If the poor behaviour is persistent then arrangements can be made for the pupil to work alone with the HoF for a period of time to be decided by the HoF and the classroom teacher.
- If an incident of a serious nature occurs the student will immediately be removed from the room via SMT patrol and referred to the House Leader and/or, if appropriate, Leadership member. The member of staff calling for patrol must also enter a Classcharts log on to the system with the outcome 'House Leader Assistance Required'.

### **Exclusions**

If the school determines that a student's misbehaviour is of a sufficiently persistent or severe nature, a fixed term exclusion may be imposed.

Under these circumstances the school will inform the parent or carer of the student immediately by phone call if possible. If this is not possible the student will be sent home at the end of the day with a letter containing all the details of the exclusion, a duplicate letter delivered by post will confirm this. The details will include the parents or carers legal responsibility to ensure that the excluded student is not present in a public place during normal school hours.

For the first five days of the exclusion, work will be set by school to be completed at home. The student should bring all completed work with him on his return and hand it to the House leader who will forward it to the respective Heads of Faculty for marking.

In the event of a student being excluded for a period lasting for more than 5 days, BAFB will ensure that alternative full time education will be made available from day 6. This will be other than at school and BAFB will inform the parents or carers of the alternative educational establishment before the expiry of the fifth day of the student's exclusion.

BAFB will arrange a reintegration meeting for the student on the day of his official return to school. This would usually be before the start of the school day to ensure as little disruption as possible. However, if this is not convenient for the parents or carers, the Head of House concerned will endeavour to arrange a more suitable time. In the meantime the student should return to school as normal but will spend at least one day reintegrating to school through working in our SIU provision.

Reintegration meetings will be attended by relevant staff as follows:

- 1 day FX: House Leader
- 2-5 days FX: House Leader & LG Link or Assistant Headteacher – Behaviour Lead

In the event of an exclusion being permanent the school will provide work for the first 5 days. Following this the Local Authority (LA) will assume responsibility for the permanently excluded student. Parents have the right to appeal against exclusions. The details explaining how to do this, and all the responsibilities of the parent or carer will be contained in the exclusion letter.

The Behaviour Flowchart - Tariffs and Interventions (see Appendix 1)

The flowchart is a reflection of the systems that we have in place. However, it illustrates, in a clear manner, the tariffs that should be applied in given situations as well the increasing levels of intervention that are applied if student behaviour does not show signs of improvement. Appropriate flexibility will obviously be applied where necessary.

One of the keys to improving behaviour is helping students to understand the impact of their behavioural choices. This should be communicated with them in a calm and measured way. A simple chat for a few minutes can be very effective in the long-term. This is why a restorative approach, together with contacting home, should form a part of all sanctions.

The basic ethos of the restorative approach is to create an environment where conflicts are recognised and resolved and relationships are repaired and strengthened. The process involves listening to what has happened, the effect it has had on others and making amends for it. Follow ups should always be carried out to check students have stuck to what has been agreed.

## **Support**

### **Student Support**

BAFB encourages its students to take responsibility for developing a positive behaviour culture within the school and provides opportunities for students' positive involvement in the life of the school community.

The school ensures that it gives appropriate support to individual students who may be at risk of disaffection or exclusion. Such provision includes learning support, behaviour mentoring, student support plans, individual education planning, nurture groups, work experience, SIU placements and alternative off-site provision.

### **Transition**

BAFB has a dedicated transition team. The team works closely with our feeder primary schools in compiling information such as attainment levels and social skills but also the identification of vulnerable students. The school ensures that staff, in particular those receiving a new class at the beginning of year 7, receive this information to help them plan work and manage the pupils' induction into BAFB. To aid this, the transition team produces a detailed booklet documenting information on individual students for all staff.

### **Early Intervention/Referral**

BAFB encourages its students to take responsibility for their own behaviour needs and to recognise the consequences of inappropriate behaviour. However, the school recognises that early intervention is particularly important in preventing behaviour problems. BAFB identifies SEN and behaviour needs and intervenes at an early point.

The school ensures that resources are provided for intervention strategies and undertakes reviews of the educational needs of students as appropriate, details of which will be included in the students file. BAFB involves external agencies where it is appropriate to do so, for the purpose of student education and guidance.

BAFB has identified the main points of external referral and maintains appropriate records on the use of referrals, using the relevant referral forms.

The school participates in implementing the Early Help Assessment to ensure effective early identification and integration of services to meet the needs of students and families. Such services include Behaviour Support Service, Student Counselling, Pupil Referral Unit, Education Welfare, Education Psychology, Health Services including the Child and Adolescent Mental Health Service (CAHMS), Social Services/Child Protection, Connexions, Youth Offending Team (YOT), Drug Counselling Agencies, the Voluntary Sector, Learning Mentors and the Police.

### **Provisions**

Alternative education provision for students, including the use of off-site provision where appropriate, forms part of the curriculum mapping at BAFB. Curriculum appropriateness is reviewed on an individual basis and flexibility exists, including instances of misapplication, within the programme. Onsite facilities are utilised whenever possible and appropriate (access to mentors, SIU, etc).

The school's curriculum provides an opportunity for students to discuss behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

Whenever provisions are put in place for individual students, they should be logged on the safeguarding one note system by the member of staff involved. Similarly, staff have been trained to log events such as phone calls from/to parents/carers/agency workers etc. in relation to a particular child. By doing so, and when used efficiently by staff, an accurate bank of evidence relating to provisions/events is created for each student. Staff then have a clear picture of actions that have taken place for a particular student when dealing with a variety of interested parties.

### **The Behaviour Panels**

The Governors' Behaviour Panel has been in operation for a number of years. It comprises a member of the school Governing Body, Headteacher, a Deputy Headteacher, Assistant

Headteacher in charge of behaviour and the relevant House Leader. The purpose of the panel is to address the behaviour of students who persistently disrupt the learning of their peers in the classroom and to give guidance and targets for improvement.

Referrals are given by House Leaders following a decision to place a student in our intensive six week SIU placement. Both the student and his parent(s)/carer(s) are required to attend the panel meeting. Following the panel, the student is given time to improve, working closely with mentors and teachers at our SIU and is closely monitored.

A review meeting is convened at the end of the SIU placement period. Failure to improve will lead to a permanent exclusion or referral to a Pupil Referral Unit.

### **School Inclusion Unit (SIU)**

Housed in the South Learning Centre, the SIU provides a sanction for serious offenses and a longer term placement option for students who have been unable to improve despite significant intervention and support through the behaviour reporting structure.

Students fulfil a set timetable each day with work provided by Heads of Faculty, alongside timetabled periods to allow students to reflect on their behaviour. Staff at the SIU also provide opportunities for preventative work and reintegration strategies.

There is a clear link between the work carried out by SIU staff and the behaviour mentors. Most referrals are for 2 days or over. However, a more serious sanction of a week-long stay applies to students who persistently disrupt the learning of others or engage in serious breaches of the school behaviour policy. All referrals should be approved by the Assistant Headteacher in charge of behaviour in the first instance.

### **School Help Advice Reporting Page (SHARP)**

SHARP is a 24/7, 365 days a year confidential 1st hand, 2nd hand and 3rd hand reporting system of any incidents which occur within school and the local community. There are many reasons why young people decide not to talk about incidents – confrontational, face to face, lack of confidence, scared, peer pressure, kudos, scared in case someone sees them talking to or seen in the school's office but to name just a few. SHARP alleviates this by allowing for anonymous reporting of incidents if required.

The system also provides additional benefits such as acting as an information gathering tool for incidents in school and local community, an education tool for many types of behaviour which affect schools – bullying, health, community issues, weapons and hate crime. We also ask students to use it to inform us of any students who disrupt their learning.

The SHARP system has been designed as a number of web pages. Our system is personalised to Burnage by means of the school logo, together with photographs of Gary & Carolyn who monitor the system for the school.

There is a direct link to SHARP on the school website.

### **Behaviour Mentoring Programme**

Although behaviour mentoring has always formed a major part of our pastoral systems, we are now formalising it in order to instil an understanding of the importance of proper classroom (in particular) behaviour. Students must recognise how disruptive classroom behaviour can have a detrimental effect on the learning of others within class.

Our 4 Mentors are Gary Kelembeck, Audrey Lewis, Mo Osman and Ali Shah. Students will be referred to them via House Leaders, once a student has been unable to improve his behavioural choices whilst on report to his form tutor or an Assistant House Leader.

Once a student has been referred, the mentors will liaise with the relevant House Leader before adding (or not) the student to the Student Behaviour Intervention (SBI) Table, together with the reason for the referral. The student will be assigned a mentor who will then arrange to meet with the student at least once per day but may also link students together for appropriate group work.

The SBI Table sits in the Staff Shared Area and will be emailed to all staff on a regular basis. As part of the process, students will complete a behaviour proforma outlining the issues as they see them together with a remedial plan (which may or may not be agreed with his mentor).

Notes from sessions, as well as any other of relevance, will be added to the existing safeguarding One Note as many of the students on the SBI Table already have a page on it; any that don't will clearly be marked 'behaviour'.

As with sanctions in general, feedback must be given to referrers and will take various forms including 1to1 conversations and announcements in briefing.

### **One Note**

Any behaviour or safeguarding interventions for our most vulnerable students within school are recorded via the 'One Note' system. The recorded notes are dated and initialled and are accessible by key pastoral staff within school. They also contain minutes from meetings around the child and any action points.

### **Staff Support and Development**

BAFB provides support and appropriate training for all staff in order to promote positive and consistent behaviour standards in the school.

### **Senior Management Team (SMT) Patrol**

Every period of every day, there is a member of SMT (Leadership Group, Heads of Faculty/Department and House Leaders) on patrol duty around the school. The aim of the patrol is to call at all classrooms to acknowledge and praise individual students and groups engaged in positive behaviours and to provide support to colleagues when appropriate. The person on SMT patrol can be called via the main reception (extension 410 or 411) to retrieve a mobile phone or any other banned electrical device for confiscation. In addition, staff may utilise SMT patrol to facilitate the removal of a student to another classroom within the faculty or for genuine first aid issues.

### **Mentor/House Leader Support**

If a classroom teacher requires the immediate removal of a student due to an incident of a serious nature or if behaviour has not improved despite referral through the Faculty Discipline Procedure (see 6.3), they should call for Leadership support. Staff must be aware that incidents of low-level disruption should not trigger the use of this procedure.

### **Staff Training**

BAFB provides the resources required to ensure the effective implementation of the behaviour management policy, including reviews of staffing levels, staff training and development, provision of time to carry out their professional roles and responsibilities, workload and health and safety issues.

Lesson observations serve to act as support opportunities, not only for the learning and teaching occurring within lessons, but also behaviour management. In some instances, the

latter can be linked to performance management targets which will be reviewed by line managers. The school runs an annual behaviour for learning staff coaching programme where staff are paired together, working across faculties to improve behaviour for learning strategies in the classroom.

Through the referral processes the school undertakes assessments and reviews of students whose behaviour is disruptive. This includes the provision for students on day 6 and above exclusion. BAFB provides professional advice and training (if appropriate) for all relevant persons responsible for the conduct of reviews and assessments. It also ensures that adequate time is given during the school day for the implementation of student reviews, for the development and execution of PSPs, and CAFs and for the support of individual students.

All student teachers undertaking Initial Teacher Training (ITT), as well as Newly Qualified Teachers (NQTs) and Teach First Trainees are fully supported in understanding the policy and practice at BAFB and, through the schools induction programme, in developing their behaviour management skills.

### **Monitoring and Evaluation**

The behaviour policy is reviewed on an annual basis and all staff receive a full copy. A copy of the policy is available to all parents on request and it also appears on the school website.

The administration and data management of behaviour, both incidents and rewards, is accomplished through Classcharts, the school's IT based data recording system. It allows the school to gather information in the most efficient and least bureaucratic manner. Data is monitored on a daily, bi weekly and termly basis and is formally shared with staff on a regular basis. Information on good individual, whole-school, other school and cross-curricular practice is shared with staff as appropriate.

BAFB has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents. It employs appropriate staff to undertake routine administration and record keeping.

BAFB monitors the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti- discrimination, and the school's statutory duties in respect of SEN, disability, race relations and gender equality.

SIMS provides for the monitoring of behaviour incidents in order to identify issues and trends as appropriate. The school therefore makes good use of ICT database facilities to support the implementation of its procedures.

Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

The school monitors incidents of disruptive behaviour in terms of:

- Type of incident (including prejudice related incidents)

## Burnage Academy For Boys Behaviour Policy

- By Faculty
- By Staff
- By class in the school
- By Year
- By House
- By group (FSM, SEN, EAL, Behaviour Mentor group)
- By profile of the students involved (ethnicity, gender, disability, age, SEN, in care) •
- By outcome issues and sanctions administered

In addition, BAFB records details of racist and bullying incidents and assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

All data collected provides the basis of a termly whole school behaviour report which is written by the Assistant Headteacher - Behaviour and which is shared with SMT and school governors. The report outlines the behaviour trends of the term and suggests fresh actions that should be implemented within the school behaviour action plan.