



BROADOAK
ACADEMY

Behaviour Policy (Ready to Learn)

Recommended by: Teaching, Learning, Staff and Student Committee	
Date: November 2018	
Approved by the Full Governing Body	
Signed: <i>J. Marshall</i>	
Next review due: November 2020	

Broadoak Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Rationale:

At Broadoak Academy, we seek excellence for and from our students. This policy seeks to encourage in all students a sense of responsibility to themselves, to the Academy community and to the outside world. It sets out our expectations for positive behaviour and the systems of rewards and consequences for ensuring that all are able to achieve these expectations. The purpose of the policy is to develop an environment with calm, consistent, caring adults who ensure that students are certain about expectations and consequences.

Aims:

- To develop a focused, purposeful learning environment in which all members of the community are working positively to ensure students achieve excellence
- To provide clear expectations of student behaviour for staff, students and parents/carers
- To inform staff, students and parents/carers of processes for managing student behaviour; to ensure these are applied fairly and consistently across the whole Academy to meet the needs of individual students
- To ensure that all members of the Academy community feel safe and valued
- To ensure that the Academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with SEN, are met

Scope of the policy:

This policy applies to all students during the Academy day. However, students are also expected to act in accordance with the policy when they are:

- Taking part in any Academy-organised or Academy-related activity (outside of normal hours), or
- Travelling to or from Academy, or
- Wearing Academy uniform, or
- In some other way identifiable as a student of Broadoak

The scope of the policy extends to unacceptable behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy, or
- Poses a threat to another student or member of the public, or
- Could adversely affect the reputation of the Academy

If behaviour is criminal, or poses a threat to a member of the public, the police will be informed. When the last 3 conditions apply, the Head Teacher will consult with Parents/Carers, other agencies e.g. the police and the Chair of Governors as appropriate.

Expectations for Behaviour

At Broadoak there are 4 clear expectations for students. They are:

Students are expected to...	This means students should...
Work hard and allow others to learn	<ul style="list-style-type: none">• Arrive to lessons on time• Remain on task• Focus on their learning• Persevere when work is challenging•
Follow staff instructions	<ul style="list-style-type: none">• Listen to instructions, without interruption• Do as you are told, without arguing•
Speak to everyone politely and with respect	<ul style="list-style-type: none">• Speak calmly and with an appropriate tone of voice, without shouting• Not use swear words or words that might offend (e.g. racist or homophobic words)
Respect the Academy and its environment	<ul style="list-style-type: none">• Follow the rules of the Academy*• Be a positive ambassador for the Academy community• Look after the Academy resources• Keep the Academy calm, safe and tidy

***Academy Rules:**

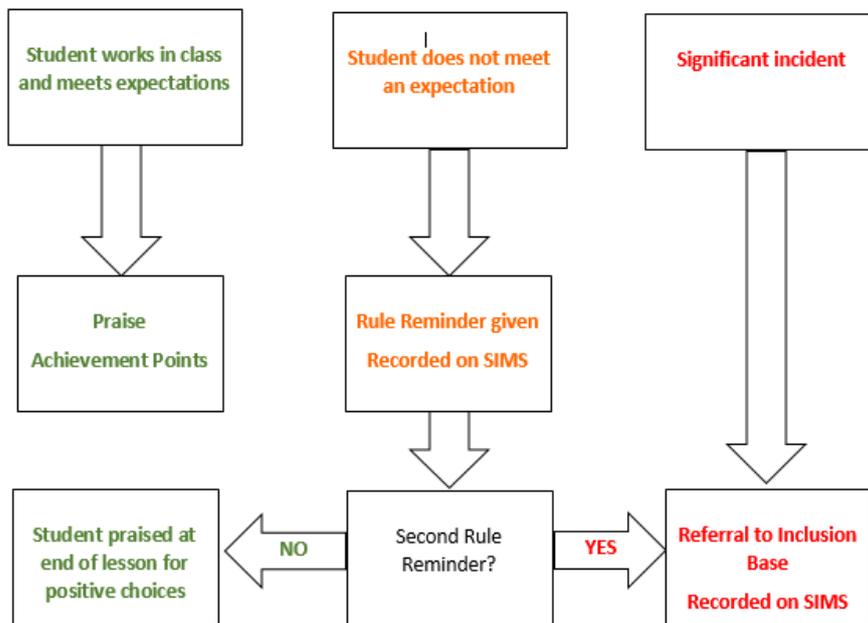
- Students are only allowed to eat in the designated dining areas or outside
- Everyone should walk on the right hand side of the corridors and stairs
- Ball games are allowed on the basketball court and field, no ball games in the quads or along the back of the quads
- No smoking is permitted on the Academy site or in Academy uniform on the way to or from Academy
- All drug (including tobacco/smoking related items), alcohol, dangerous items are banned from the Academy site
- Students are expected to adhere to the Academy Uniform Policy
- All mobile devices should only be used in accordance with the Mobile Phone Protocol
- Chewing gum is not allowed in Academy
- Fizzy drinks are not allowed in Academy

Certain behaviours are so serious that they are considered 'significant incidents'. These are:

- Using racist, homophobic or derogatory language at or about an individual or group
- Swearing at, or in response to a member of staff
- Smoking on Academy grounds
- Assault, or threatened assault, of a member of staff
- Assault on a student/significant or repeated bullying
- Failure to follow a reasonable request, e.g. failure to hand over confiscated items or go to the Inclusion Base (*see Appendix 1 for further information re confiscation of items*)
- Dangerous behaviour that could cause harm to others e.g. fighting, throwing food or water

This is not an exhaustive list and other behaviours may be classed as 'significant' which are not stated here

How is the policy implemented?



Praise and positive feedback:

When students make the right choices about their behaviour, this is acknowledged and celebrated:

- Positive feedback and praise in the lesson
- Achievement Points given
- Weekly tutor time celebration/feedback
- Postcards home
- Phone calls/positive contact home
- Emails to tutor/Head of Year
- Termly celebration assemblies
- Bronze/silver/gold certificates
- Awards Evening

Consequences for not meeting expectations:

- If a student does not meet one of the expectations, a rule reminder is given by a member of staff. This gives a child the opportunity to make the right choices about their behaviour.
- If a student requires a second rule reminder, in the same lesson, the student is referred to the Inclusion Base.
- Students complete 5 lessons in the Inclusion Base and an automatic 1 hour after school detention **on the same day**.
- Texts will be sent to parents/carers to inform that their child is in the Inclusion Base and will be in detention until 4pm.*
- Behaviours that are described as 'significant incidents' will result in an automatic referral to the Inclusion Base.
- Where appropriate, e.g. a student has specific SEND needs, then adaptations will be made to ensure that the student can complete their time in the Inclusion Base successfully
- Whilst in the Inclusion Base, the same process of rule reminders and significant incidents is followed. If a student is given 2 rule reminders or behaves in a way described as a significant incident, they will be excluded for a fixed term and upon their return, complete the consequence in the Inclusion Base.

*If it is not possible for the student to complete the detention that night e.g. to collect a younger sibling, then the detention will be arranged for another date (usually the next day)

Role of tutors:

- To speak to students and contact parents/carers when a referral to the Inclusion Base has been made
- To share weekly information with tutees so that students know their achievement points totals and can track their own progress
- To use weekly information to share successes with the tutor group, Heads of Year and parents/carers

Role of Heads of Year:

- Use SIMS to review behaviour and achievement of year groups every day
- To monitor weekly information and ensure tutors are sharing this with their tutor groups and that achievement points for attendance/punctuality are issued
- To use SIMS information and Inclusion Base referrals to plan interventions where concerns across the curriculum are evident. Examples include
 - Behaviour Support Plan meeting with parents/carers
 - Pastoral Support Plan meeting with parents/carers if a student has been excluded
 - Referrals to internal support staff e.g. learning mentor, counsellor
 - Referrals to external agencies e.g. Vulnerable Learners Service, YOT
- To use termly information to celebrate successes in end of term 'celebration assemblies'.

Role of SENCO:

- Ensure appropriate advice and strategies are given to staff so that students on the SEND register are able to meet expectations successfully
- Monitor behaviour of SEND students and implement additional support, using external services, when appropriate
- Work proactively with Heads of Year/Faculty to support students and staff

Role of Heads of Faculty:

- Use SIMS daily to review achievement points and rule reminders/Inclusion Base referrals issued across the faculty and to use this information to support staff where there are concerns noted
- Ensure that achievement points are issued regularly to build a positive culture of praise within classrooms

Role of SLMT:

- Monitor implementation of policy and work with Heads of Year/Faculty where concerns or issues are noted
- To use termly exclusions (internal and external) data to track behaviour across the Academy and plan appropriate interventions
- Build appropriate partnerships, through Out of School Panel for example, so that appropriate range of strategies and support are available for students and families when behaviour is a concern

When implementing the policy, staff at Broadoak Academy will also be mindful of the following Academy policies and national guidance:

- Exclusions Policy
- Drugs Policy
- SEND Policy
- Equalities Policy
- *Searching, Screening and Confiscation: Advice for headteachers, school staff and governing bodies*, DfE, January 2018
- *Behaviour and Discipline in Schools: Advice for headteachers and school staff*, DfE, January 2016
- *Exclusion from maintained schools, academies and pupil referral units in England*, DfE, July 2017
- *Use of reasonable force in schools*, DfE, July 2013

Appendix One – extract from *Behaviour & Discipline in Schools, advice for Headteachers and school staff, 2016*

31. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for "prohibited items"⁹ including:

- knives and weapons
- alcohol,
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

32. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.