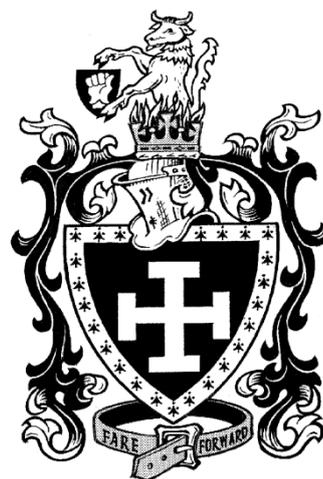


Buckler's Mead Academy



Policy Document

BEHAVIOUR FOR LEARNING POLICY

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Author:	Paul Mattocks
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BEHAVIOUR FOR LEARNING POLICY

2017

Please read the Buckler's Mead Academy B4L 'One Page' Summary which is our 'working' document. This policy outlines our procedures in more depth.

Outcome

- To have high expectations that good behaviour is the norm and to promote good behaviour in the Academy at all levels through our rewards system.
- To ensure there is a clear set of rules/boundaries that everyone follows consistently, with clear procedures regarding sanctions and clear lines of accountability/responsibility.
- To ensure that the outcomes of incidents of poor behaviour are clearly communicated.

Rationale

Every young person has the right to learn in an environment where good behaviour, self-discipline and respect for others are the expectation. Every young person must feel safe and free to express themselves without fear of bullying or intimidation. Students must understand that actions have consequences, either positive or negative and that they are responsible for their actions.

A range of behaviour management strategies are used to promote positive behaviour; establish clear routines for learning; and to deal assertively with inappropriate behaviour. A hierarchy of sanctions is in place to deal effectively with persistent or extreme inappropriate behaviour.

Context/Statutory statement

The Government expects (Ensuring good behaviour in Schools – 2011):

- All students to show respect and courtesy towards teachers, to other staff and to each other.
- Parents/carers to encourage their children to show that respect and support the Academy's authority to discipline its students.

Responsibilities for improving behaviour

It is the responsibility of **all** members of the Academy community to work together to promote good behaviour in all aspects of the life of the Academy. The Home-Academy Agreement clearly outlines the responsibilities of Students, Parents/carers and the Academy.

Behaviour for Learning

What is 'Behaviour for Learning'?

Most social, emotional and behavioural skills are **learned and consistently reinforced**. It is important to be aware of/understand young people and how:

- they feel about themselves and their self-confidence as a learner
- they interact socially and academically with all others in their class and academy
- accessible they feel a lesson is, how best they think they learn

A positive attitude to learning leads to success. Good behaviour in all aspects of Academy life has a positive impact on the life of the Academy community. Our expectation is that all students have respect for each other, the environment and themselves.

All students are expected to attend regularly and be punctual to Academy and lessons. The expectation is that if a member of staff asks a student to do something, it is done and there is not a comment back or any questioning of their decision.

Rewards

Effort and Achievement are the two fundamental values that should be rewarded. However, appropriate behaviour must also be rewarded to reinforce expected behaviour patterns.

Positive reinforcement is much more effective at controlling children's behaviour than sanctions and punishment. Praise/rewards to reprimands/sanctions should be in the ratio of 5:1.

An emphasis on 'positive teaching', with greater use of teacher praise and approval and a corresponding decrease in teacher disapproval and reprimands, can model and reinforce commendable behaviour. Good use of social rewards will develop students' intrinsic motivation and internal value system.

To encourage desired behaviour and establish positive relationships it is important to:

- Catch the students being good! Let them know their efforts have been noticed.
- Implement the Classroom Rules consistently, persistently and insistently.
- Reward students using agreed whole Academy procedures.
- Contact parents as much as possible for positive reasons.

Core Principals/Values to Reward aims to:

- Provide a whole Academy framework for rewarding students
- Develop personal responsibility and self-management
- Be valued by students and parents as a method of recognition
- Be a trigger for personal motivation and satisfaction

Subject Rewards

Classroom teachers also make good use of social approval and praise. Classroom teachers use a wide range of informal strategies to positively reinforce expectations and acknowledge achievement in every lesson. They must be issued in a consistent and meaningful way so students value them. These include:

- Stickers and stamps
- Special treats
- Written praise in exercise books or student planners
- Displaying student work

Smoking

Buckler's Mead Academy is a non-smoking site. Smoking is also not permitted on the way to and from the Academy. Buckler's Mead Academy actively encourages a healthy environment for all.

Cigarettes/vapour pipes brought into school will be confiscated. Students found smoking or bringing cigarettes/vapour pipes on to the premises will be dealt with through the Level System outlined in the Behaviour 4 Learning policy. It is also unacceptable to bring lighters or matches to school.

Mobile Phones

Mobile phones and, in particular, smart phones, now include many additional functions. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites, e.g. Facebook, Twitter and YouTube.

When used creatively and responsibly, the smart phone has great potential to support a student's learning experiences. However, a rise in the number of incidents of misuse of mobile phones at Buckler's Mead Academy has created a situation where, in conjunction with our Directors, we are

implementing a specific set of policy guidelines covering mobile phone use at Buckler's Mead Academy.

Bullying, intimidation and harassment are not new in society. However, bullying using a mobile phone represents a new challenge for schools and academies to manage.

It is not realistic to prohibit phones being brought to Buckler's Mead Academy, nor is it logistically possible for academy staff to collect phones each morning and return them in the afternoon. It is our policy to allow students to have a mobile phone with them in the academy under the conditions outlined in the policy below.

RULES FOR THE ACCEPTABLE USE BY STUDENTS OF A MOBILE PHONE, A SMART WATCH BEING USED AS A MOBILE PHONE AND HEADPHONES IN BUCKLER'S MEAD ACADEMY

Students are allowed to bring their personal mobile phones into the academy and to use them responsibly in accordance with the following principles:

- Mobiles and headphones may only be used outside of the buildings pre-school, at break, lunch time and after the end of the day.
- Use of the mobile phone during lesson time will only be allowed with the **express** prior agreement of the teacher and for the explicit purpose of supporting learning, which may include specific learning difficulties such as ASD. Misuse of this privilege will result in the withdrawal of the privilege and confiscation.
- Music may not be listened to on headphones or through mobile phones during lessons.
- At no time of the academy day can students make voice calls on their mobiles without explicit consent from a member of staff.
- Phones, or other such devices, should not be used to take images/videos of staff or students unless they have their specific permission to do so for educational purposes.
- No student may take a mobile phone into a room or other area where examinations are being held.
- The security of the phone will remain the student's responsibility in all lessons, including PE lessons.
- If asked to do so, content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a member of staff.

SANCTIONS

Students who infringe the rules set out in this document **WILL** face having their phones confiscated by staff.

- The phone will be taken to the academy office. The office will record the confiscation through Connect which will automatically contact parents to inform them of a confiscation.
- Only parents and adults on that student's contact list will be allowed to collect the phone.
- If confiscation occurs three times, the academy will withdraw the agreement to allow the student to bring the mobile phone to the academy and the student will be bag searched to ensure the rules are being followed.

WHERE THE PHONE HAS BEEN USED FOR AN UNACCEPTABLE PURPOSE

- The Headteacher or a designated staff member has the right to view files stored in confiscated equipment and will seek the co-operation of parents in deleting any files which are in clear breach of this policy unless these are being preserved as evidence.
- If required, evidence of the offence will be preserved, preferably by confiscation of the device and keeping it secure. Advice will be sought from the Police, where a criminal offence is deemed to have occurred.

THE SUPPORT OF PARENTS

As this policy is lawful and has been made very clear to all our students and to parents and carers, we rely on the co-operation of parents in supporting this policy. If you do not wish the academy to confiscate a phone, then please ensure that your son or daughter follows this policy.

If you want to contact your son or daughter in an emergency, the quickest and safest way is to telephone the academy office directly (01935 424454). Staff will ensure that, where necessary, students are contacted and academy procedures followed and if it is appropriate for a student to leave the academy site in an emergency.

CONFISCATION AND THE LAW

The confiscation of items such as mobile phones is completely lawful as outlined under the **Education Act 2011**. This Act gives powers to schools to confiscate items such as mobile phones. According to the Act:

- A teacher or other member of staff may only seize, retain or dispose of a student's property if he or she has the authority to do it.
- At Buckler's Mead Academy, the Headteacher has delegated to all teaching staff and other staff who are responsible for supervising students the authority to confiscate from students items including mobile phones as a lawful disciplinary penalty.
- Any member of staff confiscating a phone has a defence in law to all proceedings against him or her and is not liable for any damage or loss arising.
- It is up to the school/academy to make a decision about when the confiscated item will be returned (our procedures are outlined in this policy).
- Confiscated items must be kept safe until returned. At Buckler's Mead Academy, confiscated items are placed in a named envelope and are kept in a locked safe within the main office.

Appendix 1

Buckler's Mead Academy

INTERNAL EXCLUSION UNIT

Information for students and parents

BACKGROUND

Internal exclusion will be used for students who have committed a serious act of misbehavior and would previously have received a fixed-term exclusion between one and five days. Fixed-term internal exclusions will not in every case replace fixed-term exclusions from school and where the school feels that it is appropriate a student may receive a mixed exclusion. With a mixed exclusion part of the exclusion is a fixed-term exclusion completed out of school but the student will also complete a period of time in the IEC before they return to mainstream lessons.

DAILY TIMETABLE FOR INTERNALLY EXCLUDED STUDENTS

Arrival time:

- Students should register at **8.30am** at the reception office and go to the IEC immediately after registration. As in mainstream school, students will complete 5 hours of lesson (work) time during their day in Internal Exclusion followed by a 1.5 hour detention in which work will continue.

Students, where necessary, will meet with a member of SLT or PMG for a reintegration meeting to reflect/discuss their behavior and the work they have completed within the IEC.

Lunch break: 1.30 pm-1.50 pm – All students are required to bring a packed lunch where possible. If students get lunch within school they will be provided with a limited choice of a main cooked meal, vegetarian meal, cheese or ham sandwich. **Students are not permitted to leave the IEC during the school day.**

Students, where necessary, will meet with a member of SLT or PMG for a reintegration meeting to reflect/discuss their behavior and the work they have completed within the IEC.

Departure time: All students depart the IEC at **4.10pm**

Daily routines and expectations in the IEC.

School uniform:

Students should wear full academy uniform. The IEC is part of the academy and it is a school day for students who attend the IEC.

Work to be completed by students:

Students will be provided with work from the lessons they would have been attending if not internally excluded. Where this is not possible students will be given stand-alone work and may be asked to complete silent reading. Computer access is available and students may be permitted to use this, if permission is granted by the supervising member of staff.

Expectations of students:

1. On entering the IEC ALL outdoor garments and any non-uniform garments should be taken off.
2. Any electronic equipment should be switched off and kept out of sight. This includes Mobile phones.

3. All work during the time in the IEC is completed in silence.
4. Put your hand up if you need to communicate with the IEC staff.
5. No eating or drinking. You will be told when it is morning and lunch break.

Students will have to complete satisfactorily their period in the IEC and be 'signed off' before they can return to the academy.

Students who fail to attend the IEC:

A student who fails to attend the IEC when a placement has been planned will be recorded as an unauthorised absence. They will not be readmitted to their usual timetable on the main academy site until the planned period of internal exclusion has been completed. If a student is unable to attend the IEC on the planned date/s due to illness the Academy Office should be notified on 01935 424454. The planned period of internal exclusion will then begin on the student's first day back following their illness and have to be satisfactorily completed before they return to mainstream lessons.

Students who fail to meet expectations whilst in the IEC:

Where students fail to meet expectations in the IEC and cause disruption, show an inappropriate attitude or who refuse to cooperate with the IEC and academy staff, parents will be contacted and requested to collect their son or daughter. As they have failed to satisfactorily complete the internal exclusion, the student will be required to return to the IEC the next day in order to complete the internal exclusion to the academy's satisfaction.

Returning to a normal timetable:

A student can only return to their usual timetable once the following two conditions have been met:

1. The student has met the expectations whilst in the IEC and has satisfactorily completed the period of internal exclusion.
2. Where possible a reintegration meeting is held with a member of SLT or PMG. This meeting requires the presence of a parent and its purpose is to look at the student's behaviour, their return to the academy and the best way forward in order to secure improvements in the future. Only once the meeting has taken place can a student return to their normal timetable. If a parent has a problem being able to attend the meeting they should contact the academy as soon as possible on 01935 424454 to arrange the earliest alternative meeting.

Appendix 2

Banned Items List

In the interests of the health and safety of students, staff, other members of the Academy community and visitors to the Academy, the Academy asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought into the Academy. In the majority of cases application of common sense will easily determine what should not be brought into the Academy. The list below does not cover every item or eventuality but is intended as a guide. The specified items on the following list, and any item that would fall into the first 3 categories, should not be brought in.

Sanctions under the Student Behaviour Policy may be applied to any student found in possession of any banned item or any item that the Academy deems to be unsuitable and dangerous. The Academy reserves the right to exclude students in extreme cases, or when students or parents have received warnings about banned items.

1. FIRE LIGHTING EQUIPMENT

- Matches, Lighters, etc.

2. DRUGS and SMOKING EQUIPMENT

- Cigarettes
- Vapour pipes
- Tobacco
- Cigarette papers
- Alcohol
- Solvents
- Any form of illegal drug
- Any other drugs except medicines covered by the Prescribed Medicines Procedure.

3. WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES

- Knives, including pen knives and craft knives
- Razors
- Catapults
- Guns of any kind, including replicas and BB guns
- Laser pens and LED torches
- Knuckle dusters and studded arm bands, bracelets, etc
- Whips or similar items such as long chains
- Pepper sprays and gas canisters (e.g. CS gas)
- Fireworks or explosives of any kind
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

4. OTHER ITEMS

- Any form of liquid based correction fluid
Note: students may use correction tape and correction tape devices
- Any aerosol (other than essential medication)
Note: students should use non-aerosol deodorants
- Cameras (please note the Academy reserves the right to confiscate cameras and to delete any unauthorised pictures or video recordings of students or staff)

Appendix 3

Use of Reasonable Force

Non-statutory guidance from the DfE explains that there is no legal requirement for schools to have a policy on the use of force.

Schools do not require parental consent to use force on a student, but taking steps to ensure that staff, pupils and parents are clear about when force might be used will reduce the likelihood of complaints being made when force has been used properly.

The Department for Education (DfE) guidance on using force to control or restrain pupils. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Definition

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil 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.
3. 'Reasonable in the circumstances' means using no more force than is needed

Searching and Confiscation

At Buckler's Mead Academy we aim to keep all members of our school community safe. If deemed necessary, students will be asked to be searched for any banned or stolen items. The academy also has statutory powers to search students, without consent, if it is suspected that the student has prohibited items of knives, weapons, alcohol, illegal drugs and stolen items.

Legislation this policy relates to:

Education and Inspection Act 2006

Health and Safety at Work Act et al 1974

Policing and Crime Act 2009 Section 30

Education Act 1996 Section 5502A

Education Act 2001

Data Protection Act 1998

DfE Advice: Screening, searching and confiscation 2011

Buckler's Mead Academy is fully committed to ensuring that the application of this Screening, Searching and Confiscation policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This policy is applicable to all students and the academy seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Procedure

- School staff can search students with their consent for any suspected item banned by the school rules.
- School staff can search students without their consent for any suspected knives, weapons, alcohol, illegal drugs and stolen items (from now on called prohibited items).

When and Where a Search Can Take Place

A search can take place if there are reasonable grounds for suspecting that a student is in

possession of a prohibited or banned or stolen item. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether such a search should take place. The search may be of the student's clothing, footwear, bags or locker. Wherever possible, a search should take place in private, witnessed by another member of staff. This may not be possible, for example if searching a locker in a classroom which is in a public place.

Authorisation to Search Students

On the school premises and grounds, any member of the teaching staff can carry out a search although staff can refuse to undertake such a search.

On an out of school activity, the Group Leader is authorised to search students at that location. All staff have on-going authorisation to be the witness of a search. On an out of school activity, temporary authorisation is given to non-employees who are named adults supervising students on school trips to be a witness to a search.

This temporary authorisation is only valid during the hours of the trip and can only be used when a staff employee is not able to deal with the situation.

If deemed necessary, the Headteacher will provide appropriate training for staff although there is no legal requirement for training.

Extent of the Search

When a search is required, there must be two members of staff present. The first member of staff conducting the search should, where possible, be the same sex as the student being searched. The witness (second person) who, where possible, must be a member of staff and should be, again wherever possible, the same sex as the student being searched.

On a school trip, the Group Leader where possible should lead the search but if this is not possible due to gender, they have the authority to delegate the search to a member of staff of the same gender. There is no legal requirement to make or keep a record of the search. However, the member of staff leading the search would be required by the school to keep an informal record in their diary of the date, student name, witness name, consent given, item being searched for and outcome.

A search of a student's possessions must take place in the student's presence with the witness present. The staff conducting the search may conduct a "personal search" which requires the student to remove any outer clothing (outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing includes sweatshirt, hats, shoes, boots, gloves and scarves). Staff are not authorised to conduct an "intimate search" which requires the removal of non-outer clothing. The Police must always be called if an intimate search is required as they have the legal powers required. A student's possessions (any goods over which the student has or appears to have control such as bags and lockers) may be searched. Force should not be used when conducting a search. If there are any concerns that the student to be searched may become aggressive then the search should not take place and the Police called. Protective gloves are available from the school nurse or from the First Aid Kit if on a school trip.

The searcher should take care when touching the student's clothing or property to reduce the risk of injury from sharp objects. The student should turn out pockets, empty bags etc. Staff should only touch items which are visible and the risk of sharp items being present can be assessed by the searcher.

After The Search

Staff must seize any prohibited or banned item found during a search. Any item seized which is prohibited (with the exception of alcohol) or a controlled drug must be delivered to the Police by the Headteacher as soon as is possible. Items which are evidence of an offence must be passed to the police as soon as possible. Any seized substance whose legal status is unsure should be treated as a controlled drug. Any substance believed to be a 'legal high' will be confiscated. It would not be reasonable or desirable to involve the Police in dealing with low value stolen items such as pencil cases. The Police can be involved in higher value stolen items. The school First Aider should be informed of any "sharps" items seized to arrange safe storage/disposal.

Alcohol which has been seized should be disposed of by pouring it down the sink. If alcohol has been found on a student more than once within the last 12 months then the School Police Liaison Officer will be informed as Section 30 of the Policing and Crime Act 2009 created an offence for a person under the age of 18 of 'persistently possessing alcohol in a public place'. Any seized banned item (other than alcohol) should be handed into the academy office immediately where it will be recorded in a log book and then locked away in a safe under the control of the Headteacher. Student punishment will be according to the level of incident and may involve detention, internal isolation, fixed or in extreme cases permanent exclusion. Any student who refuses to co-operate with a search will be considered to have refused a reasonable staff instruction and will be sanctioned accordingly.

Parent/carer involvement

There is no legal requirement to inform the parent/carer. The school will inform a parent/carer where a seized item is prohibited unless this would compromise the student's safety. When a banned item has been confiscated, a parent/carer will then have to come into school to collect any item not delivered to the police or disposed of by staff. A parent will be informed following a search if nothing is found but there are still concerns.

Complaints and Allegations

Any complaint or allegation of misconduct arising from an incident should be put in writing using the Academy's complaints procedure.

Appendix 4

Callout

The on call service is available for high tariff incidents. A high tariff incident is defined as 'A violent, physical assault on another person; intimidation of a teacher; direct verbal abuse towards teacher; or a student who is putting the safety of others at risk'

Procedure

- Class teacher requests assistance from the Academy Office stating room number
- A Member of staff on duty will be contacted and will attend incident.
- Judges severity of incident and either buddies the student into another lesson, isolates the student or escorts them to IEC for holding.
- If the offence is deemed high tariff then it is likely to result in an immediate period of Internal Exclusion.
- Further sanctions to follow which may include full disciplinary meetings with parents; Internal Exclusion; Fixed term or Permanent Exclusion. The on call person will communicate the outcomes to the class teacher and arrange appropriate re-engagement into the lesson.
- If the offence is not deemed high tariff, the SLT/HOY will speak directly with class teacher and outline appropriate intervention to be taken. The student is returned to lessons.

Appendix 5

PSPs

A PSP is the final stage of the BIP process and is run by the Head Teacher and Assistant Headteacher. This is a 16 week process, staged in 4 week intervals. Students must meet the agreed targets during each period. Failure is likely to result in an agreed Managed Move or Permanent Exclusion. PSP paper work must be completed and accurate records of behaviour kept within this time.

Agenda for PSP Meetings

At the PSP Planning Meeting, those present:

- introduce themselves and explain their roles when appropriate.
- explore and unpick areas of concern and acknowledge strengths.
- discuss ways forward in a solution-focused manner.
- develop and agree specific targets which are SMART
- break the targets down into smaller, more readily achievable tasks that can then be monitored by staff in school on a fortnightly basis. This will enable staff to act swiftly to support the student if the targets are not achievable.
- agree support to be offered by each participant so that the student is assisted and encouraged in meeting his/her targets.
- include the rewards and sanctions that are going to be used at home and school for the duration of the PSP.
- agree how to monitor the PSP and maintain links with parents/carers and external agencies and services.
- invite the student and his/her parents/carers to review the PSP after about 4 weeks
- All those who have contributed to its development, as well as all staff involved with the student, should receive a copy of the PSP.

At the PSP Review meeting, those present:

- take action if the PSP is not proving to be supportive
- make targets more achievable and reconsider the package of support
- celebrate progress
- agree a date for further additional review meetings and a proposed date for completion of the programme.

Following the PSP meetings, the co-ordinator should take steps to:

- Implement the PSP and ensure that all staff involved with the pupil are made aware of the programme and the targets set.
- Ensure that the targets are reviewed at least fortnightly and that an interim review meeting goes ahead as planned at the first meeting (after 4 weeks).
- Ensure that progress is monitored and that parents/carers are kept informed on a regular basis.

Appendix 6 - PSP DOCUMENTATION

Name:	Form:	Date:																			
Reason for being placed on a PSP: Several fixed term exclusions and at risk of permanent exclusion. <input type="checkbox"/> At risk of failure at the Academy through disaffection. <input type="checkbox"/> Complex situations and a range of agency involved. <input type="checkbox"/>		Supporting comment:																			
Summary of concerns: (delete/add detail as appropriate) Persistent bullying of others Racial/sexual harassment Persistent truanting School refusal Severe behavioural problems or rapidly declining behaviour Continued drug or substance abuse School-based strategies have shown little progress despite regular and frequent reviews involving the student and her/his parents/carers. Other:																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Exclusions Fixed Term</th> <th style="width: 25%;">Number</th> <th style="width: 25%;">Total Number of Days</th> <th style="width: 25%;">Term e.g. Spring</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Exclusions Fixed Term	Number	Total Number of Days	Term e.g. Spring															
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Areas for Concern	Y/N	Further Details																			
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Specific times of day/places																					
Others (please specify)																					
<i>behaviour record to date.</i>																					
Chronology of support to date: (eg: external agencies)																					
Support: (include staff)	Date:	Outcome:																			

PASTORAL SUPPORT PROGRAMME

Student:	Date of Birth:	
Date of Meeting:	Statement: Yes/No	School Action /Plus
Year Group:	Disciplinary Stage:	

Parties Invited	Status(Parent/Teacher/EWO etc)	Attending (yes/no)

Summary of Barriers to Learning (review of last plan/programme)

Strengths/What is going well? (review of last plan/programme-success in meeting previous targets)

What will help? (What has helped since last meeting-any new ideas?)
Student's views (to be gathered at appropriate time):
Parent's/carer's views: (include any changes in circumstances since last meeting)
School's views:
Other agencies' views:

Agreed support (Exit Card, Target Card, Seating Plan, Learning Mentor etc)	Who will do this?
General/Long Term Goals (e.g. Participate in .../Contribute to .../Achieve ...)	

Student Targets – (<i>clear, positive statements</i>)	Success Criteria	Agreed rewards
(<i>Small steps - attend tutor time, be polite to teachers etc.</i>)		

Action Points (e.g. Arrange mtg with Connexions/E.P./YOT Referral etc)	Who Responsible/By when?
Date of next meeting & Location:	Room Booking

Signed

Student:

Parent:

School:

Copies to:										
Parent/s	HoY	SENCo	EWO	SocW	YOT	Mentor	Tutor/teachers	File		

PSP Fortnightly Review Meetings

Date	Progress	Outcomes

**Appendix 7 – Roles and responsibilities in implementing
the Behaviour 4 Learning Policy**

All Staff	<ul style="list-style-type: none"> • Promote positive behaviour throughout the Academy building working environments that are conducive to effective learning. • Establish clear routines that will support the Classroom Code of Behaviour. • Use rewards to help students realise that good behaviour is expected. Use both informal and formal praise to individuals and groups. • Model and expect respect by – separating the behaviour from the person, using private not public reprimands; taking students aside to focus on what they should be doing; avoiding holding grudges and re-establishing the relationship after correction. • Use a range of strategies to deal with low-level inappropriate behaviour. Consequences may be immediate or deferred but the emphasis is on certainty rather than severity of response. • Deal assertively with persistent or extreme inappropriate behaviour. • Follow Academy protocol when routing concerns and actions • Use Connect to record significant incidents/interventions.
Heads of Dept	<ul style="list-style-type: none"> • Use disciplinary procedures to support the class teacher and deal effectively with most inappropriate behaviour in class. • Use reward procedures to monitor student progress and celebrate student success in their subject areas. • Maintain accurate records on Connect of incidents and interventions put in place to discipline and support students. • Share information and actions with pastoral staff and be accountable to the SLT. • Lead a student through the appropriate BIP level
Tutors	<ul style="list-style-type: none"> • Actively promote appropriate attitudes and behaviour in tutorial lessons and assemblies. • Support actions taken in the subject areas to deal with inappropriate behaviour and celebrate student achievement. • Use disciplinary procedures to deal with behaviour issues outside of lessons. • Use reward procedures to monitor student achievement and celebrate student success in charity work, special events, extra-curricular and out of school activities. • Monitor and support students. • Maintain accurate records of incidents and interventions using the Connect system. • Share information and actions with pastoral staff and be accountable to the Year Co-ordinator. • Lead a student through the appropriate BIP level
Year Co-ordinator	<ul style="list-style-type: none"> • Actively promote appropriate positive behaviour around the school and in assemblies. • Support actions taken in the Subject Areas and Year Groups to deal with inappropriate behaviour and celebrate student achievement. • Ensure procedures are implemented effectively and appropriate intervention is put in place to support staff, students and parents. • Ensure all serious incidents of student misbehaviour are investigated and reported to relevant staff, parents and outside agencies within a reasonable timescale. • Review Behaviour 4 Learning data in each Year Group with SLT. • Set up a Pastoral Support Programme for a student who is excluded for a second or subsequent occasion with the intention of identifying the

	<p>problems that led to the exclusion, setting targets for improvement and providing the necessary support to maintain a student in school.</p> <ul style="list-style-type: none"> • Maintain accurate records of incidents and interventions put in place to discipline students. • Through liaison with Assistant Head (Personalised Learning) refer students to external agencies to provide the necessary support and guidance to meet the identified needs of all students. • Lead a student through the appropriate BIP level
SENCO	<ul style="list-style-type: none"> • Provide guidance and support for staff dealing with behaviour management issues. • Assess students for particular behavioural needs. • Provide guidance and support for pupils displaying behaviour issues. • Involve external agencies as necessary to ensure that the behavioural needs of all students are met. • Plan and implement programmes to support positive behaviour.
SLT	<ul style="list-style-type: none"> • Co-ordinate students to be placed in the Internal Exclusion Room. • Exclude students from school for a fixed period of time for an extremely serious incident or repeated unacceptable behaviour when other sanctions have failed. • Permanently Exclude a student for an extremely serious incident of misbehaviour or when all available sanctions and support have proved unsuccessful. • Review Behaviour 4 Learning data in each Year Group with Year Co-ordinators. • Appropriate information and training on behaviour management for all teaching and support staff working at the school. This is done through the staff handbook, whole school INSET, specific individual training and the induction programme for all new staff. • Report to Governors concerning Behaviour 4 Learning progress, initiatives and development. • Lead a student through the appropriate BIP level



Appendix 8 - Buckler's Mead Academy
BIP – Behaviour Intervention Plan 2016-17

BIP 1 –Teacher/Tutor to discuss behaviour and rewards data on Connect with all students - Ongoing

BIP 2 – 4 (max 4 weeks at any stage)

BIP 2 – Teacher/Tutor issues monitored through connect. Contact home made and documented by letter/email or phone.

Successful BIP 2	Unsuccessful BIP 2
De-escalation from BIP 2 agreed between Year Co-ordinator /Teachers/ Tutors/ Parent Carers. At this stage the student continues to be monitored at BIP1 in line with the basic expectations of all students in the Academy.	Through discussion with LM If a student has not met acceptable progress then a discussion will be take place between Parent Carers/Year Co-ordinator/ Teachers/ Tutors/Head of Department in order to escalate the student to a BIP3.

BIP REPORT CARDS ONLY ISSUED AT THIS STAGE

BIP 3 – Head of Department (Teacher/tutor has considered all Pivotal advice) Student on report for 2 weeks or 4 lessons (whichever is longer) to HoD (subject).

Successful BIP 3	Unsuccessful BIP 3
De-escalation from BIP 3 plan agreed between Head of Department/Tutor/ Year Co-ordinator/Parent Carers. At this stage there is a handover from Head of Department /Year Co-ordinator to Tutor/Teacher at BIP 2 level for 2 weeks max.	If a student has not met the BIP 3 targets then a discussion will take place between Parent Carers/Year Co-ordinator/Teachers/Tutors/Head of Department/Key Stage Co-ordinator in order to escalate the student to a BIP 4.

BIP 4 –Year Co-ordinator

- Year Co-ordinator meets parents to discuss concerns (if not already done so).
- Year Co-ordinator meets students daily to reflect on progress.
- Year Co-ordinator meets LM fortnightly to discuss students at all levels, but in particular those on BiP4 and BiP3 with minutes taken to include actions. Following SLT student concerns, BIP5 and PSP student actions will also be feedback to Year Co-ordinators.
- If possible Inclusion department PLT may be deployed by Assistant Head Inclusion.
- SLT to become involved if potential failure of BIP4 looks likely, in order to prepare for next phase.

Successful BIP 4	Unsuccessful BIP 4
De-escalation from BIP 4 plan agreed between Key Stage Co-ordinator, Year Co-ordinator and Parent Carers. At this stage there is a handover from Year Co-ordinator to Head of Department /Tutor at BIP 3 level for 2 weeks max.	If a student has not significantly met the BIP 4 targets then a discussion will take place between Parent Carers/Year Co-ordinator/Head of Department/Key Stage Co-ordinator/Assistant Head Inclusion in order to escalate the student to a BIP5.

BIP 5 – Movement to BIP5 by joint agreement between Key Stage Coordinator and Year Co-ordinator

- Assistant Head Inclusion identified as link person and to direct Inclusion PLT if appropriate. On report for max 8 weeks
- Weekly contact with parents by Assistant Head
- Initial meeting with parent – letters re: actions/outcomes circulated and provided on linked documents.
- ½ way review after 4 weeks plus final meeting held with parents.

Successful BIP 5	Unsuccessful BIP 5
De-escalation from BIP 5 plan agreed between Assistant Head Inclusion, Key Stage Co-ordinator, Year Co-ordinator and Parent Carers. At this stage there is a handover from Assistant Head Inclusion to Key Stage Co-ordinator BIP 4 level for 2 weeks max.	If a student has not met the BIP 5 targets then a discussion will take place between Parent Carers/Year Co-ordinator/Key Stage Co-ordinator/Assistant Head/Inclusion/Headteacher in order to escalate the student to a BIP 5.

PSP – 16 week maximum process

- Headteacher chairs all PSP meetings (initial and 4 weekly reviews)
- Weekly report card with daily monitoring by Assistant Head Inclusion
- Weekly contact with parents by Assistant Head Inclusion

Successful PSP	Unsuccessful PSP
De-escalation from PSP plan agreed between Parents/Assistant Head Inclusion, Key stage Co-ordinator and Year Co-ordinator. At this stage there is a handover from Assistant Head Inclusion to Key Stage Co-ordinator at BIP 4 for a maximum of 2 weeks. Consider adult volunteers for mentoring post PSP – Sports Centre, Industry, Support staff.	If a student has not met the PSP targets at the end of the 16 week plan then Buckler’s Mead Academy has the right to exercise other alternative options such as <ul style="list-style-type: none"> • Off-site curriculum • Managed Move • Permanent Exclusion

IF A STUDENT’S BEHAVIOUR FALLS BELOW BUCKLER’S MEAD ACADEMY EXPECTATIONS (OVER A PERIOD OF TIME) FOLLOWING A SUCCESSFUL BIP INTERVENTION, THE STUDENT WILL BE ESCALATED DIRECTLY TO THE NEXT BIP STAGE. PARENTS/CARERS MUST BE INVOLVED IN DISCUSSIONS IF THIS IS A POSSIBLE OUTCOME.