

The Bushey Academy

Behaviour Correction System

Parent Guide

2017-18



**THE BUSHEY
ACADEMY**

Proud to belong

Being Proud to Belong



Identity: Proud of who we are

Proud to Belong Expectations

In every lesson I will always:

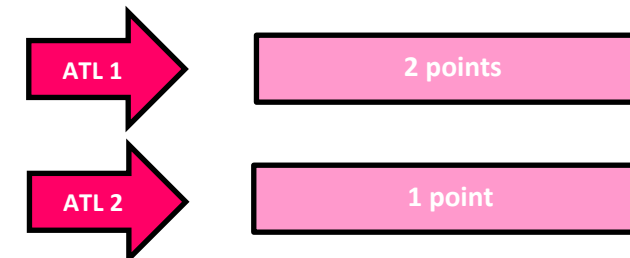
- ✓ Arrive on time, ready to learn immediately
- ✓ Respect my teachers and follow staff instructions at all times
- ✓ Respect the learning environment and other students
- ✓ Be curious and actively participate in all learning tasks
- ✓ Put in constant effort to develop my knowledge, understanding and skills
- ✓ Show resilience and determination in order to master learning which is challenging
- ✓ Have high standards of presentation and pride in my work

Outside the classroom I will always:

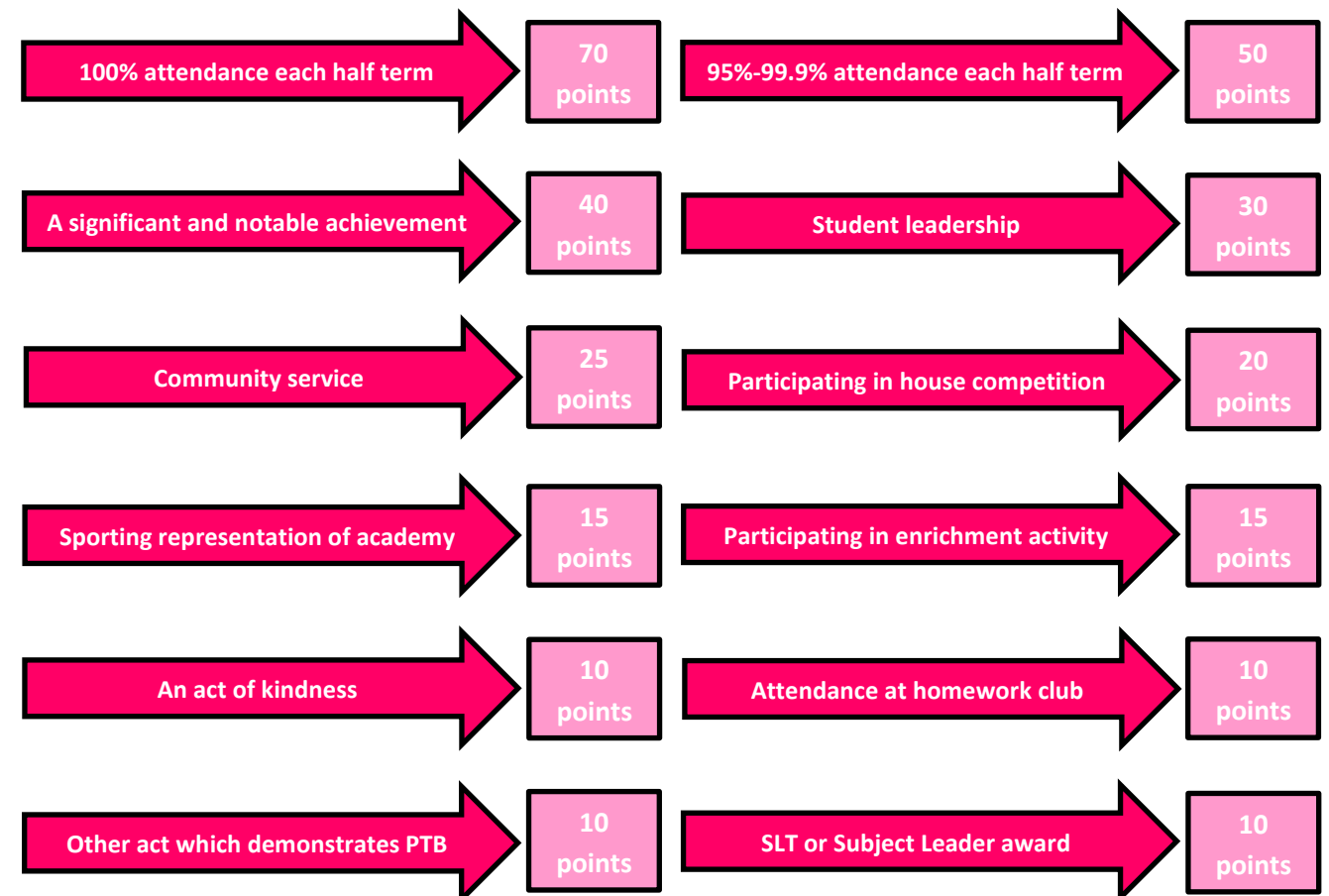
- ✓ Arrive to school on time, with the correct equipment
- ✓ Wear my uniform with pride
- ✓ Move around the academy quietly and respectfully at all times
- ✓ Follow staff instructions immediately
- ✓ Treat everyone with respect and kindness
- ✓ Contribute and participate fully in all aspects of school life
- ✓ Represent the academy well in the community while in school uniform

Proud of what we accomplish: **Achievement**

Proud to Belong Achievement Points will be awarded for (in lessons and form times):



Proud to Belong Achievement Points will also be awarded for:



Academy Correction System



C5



Automatic C5 behaviours include:

- Swearing directly at a member of staff
- Very serious and persistent defiance of staff, including refusing to follow instructions of SLT
- Refusal to go to Exit Room, Academy Isolation Room or booths
- Making a false allegation about a member of staff
- Possession of a knife or other offensive weapon
- Supply of drugs or possession with intent to supply
- Tampering with fire equipment or IT/Security systems
- Threatening or behaving in a way that threatens staff
- Deliberate assault or violence against staff

Staff will remove the student to Student Services.

Sanctions will include exclusions and/or time in another school, permanent move to another school or permanent exclusion.

C4



Automatic C4 behaviours for serious poor conduct include:

- Serious failure to follow instructions e.g. walking away from a member of staff
- Smoking or vaping or possession of them in/near the academy
- Possession of illegal drugs or alcohol
- Fighting or assaulting another student
- Making inappropriate comments about a member of staff
- Serious or repeat graffiti, vandalism or theft
- Serious or repeat racist, homophobic or sexist incident
- Poor behaviour outside the academy while in uniform

Staff will remove the student to Student Services.

Sanctions will include exclusions.

C3



Failure to stop low level disruption or inappropriate behaviour despite C1 and C2 warnings.

Some behaviours are automatically a C3, such as:

- Continuing to speak to staff in an argumentative or disrespectful way despite clear warning
- Using threatening behaviour or language to another student
- Racist, homophobic or sexist language or behaviour (first offence)
- Graffiti, vandalism or theft
- Dangerous cycling, including wheelies.
- Bullying
- Persistent learning failure e.g. homework or classwork

Staff will send a student to the Exit Room or remove the student to Student Services.

Staff will log this on SIMS and accumulated C2/C3s will bring further sanctions.

C2



Further formal warning for continuation of low level disruption or inappropriate behaviour despite C1 warning

Some behaviours are automatically a C2, such as:

- Speaking to staff in an argumentative or disrespectful way
- Chewing gum, deliberate littering, taking food or drink out of the marketplace
- Anti-social or boisterous behaviour
- Swearing or inappropriate language
- Persistent uniform issues
- Cycling without a helmet in the academy grounds

Staff could:

- As C1 below plus:
- Give reflection time for 2-3 minutes outside the classroom
- Staff will log this on SIMS and accumulated C2/C3s will bring further sanctions.

C1



Initial formal warning for low level disruption or inappropriate behaviour

Examples (but it could be other poor behaviour):

- Disturbing the learning of others
- Talking when you're not supposed to
- Failing to follow instructions quickly
- Other types of low level or inappropriate behaviour
- Moving around the classroom without permission
- Shouting out inappropriately
- Throwing items around the room

Staff could:

- Ask a student to move seats
- Remind the student about expectations

Threshold Levels for Intervention & Consequences: C2 (2 points) and C3 (5 points)

Entry Threshold Points for Intervention	Intervention
25 points per term	Form Tutor <ol style="list-style-type: none"> 1. Student seen formally about their poor behaviour at Conduct Focus Group 1. 2. Formal Behaviour Concern Letter sent home to parent/carer. 3. Form tutor report (minimum of 3 weeks). 4. Form tutor to meet 1:1 with student at least 2 x each week to review behaviour and to communicate home every week to parent / carer. 5. Form tutor to liaise with specific subject leader / Head of House / classroom teacher if a particular pattern or issue seems to be emerging.
45 points per term	Head of House <ol style="list-style-type: none"> 1. Student seen formally about their poor behaviour at Conduct Focus Group 2 2. Formal Conduct Focus Group letter sent home to parent / carer, advising at risk of exclusion if poor behaviour continues. 3. Head of House Report Card, with requirement for student to attend Head of House desk at end of each day. 4. Behaviour and Achievement mentor allocated to work with student. 5. Head of House to regularly communicate home with parents and carers.
60 points per term	Internal exclusion (1 day) <ol style="list-style-type: none"> 1. SLT Assistant Principal to attend integration meeting with student / parents. 2. SLT Report card and weekly SLT review of behaviour, with ongoing communication home to parents and carers by HOH.
75 points per term	Internal exclusion (2 days) <ol style="list-style-type: none"> 1. Student seen formally about their poor behaviour at Conduct Focus Group 3 2. SLT Vice-Principal to attend reintegration meeting with student/parent. 3. SLT Report Card, with requirement to attend SLT desk at the end of each day, and weekly 1:1 review by Assistant Principal linked to relevant House. 4. SLT ongoing communication with parents.
Further ongoing rise in points per term, or large number continuing to accumulate despite interventions in previous half term periods will result in more serious sanctions, including fixed term exclusion.	Significant Intervention / Sanctions Weekly attendance at Conduct Focus Group 4 Other forms of sanction and intervention as agreed by Principal, including MET Short Term Placement.

Threshold Levels for Intervention & Consequences: C4 (10 points) and C5 (15 points)

Note: any C4 and C5 will have already received a separate sanction, which is likely to have been exclusion, as well as planned intervention via the reintegration meeting.

This table will allow tracking of repeat offenders and will be over the whole academic year.

30 points	Assistant Principal <ol style="list-style-type: none"> 1. Formal Meeting with student, led by Head of House and the Assistant Principal allocated to relevant House. 2. SLT Report Card, facilitated by Assistant Principal allocated to relevant House and regular meetings & communication home.
60 points	Assistant Principal <ol style="list-style-type: none"> 1. Conduct Focus Group, with Assistant Principal and Vice Principal, followed by communication with parent/carer. 2. Further interventions and support planned, including SLT Report Card and 1:1 mentoring put in place. 3. External collaboration with other agencies where necessary, including Chessbrook ESC. 4. Review and/or consideration of any undiagnosed or linked SEN needs and consideration of Education Psychologist Service Referral 5. Consideration of any further sanctions needed, including exclusion and/or MET placement
100+ points	Vice Principal <ol style="list-style-type: none"> 1. Formal review of student record led by Vice Principal. 2. Further sanctions considered and discussion with Principal regarding future educational provision. 3. Additional interventions and support considered and facilitated where appropriate.