

S4 STUDENT BEHAVIOUR POLICY

Responsible:
Approved by Access Committee:
Next Review Due:

The Principal
9 December 2015
September 2017

1. RATIONALE

At The Bushey Academy, we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole academy community. Our ethos is founded on mutual respect and responsible behaviour. The Student Behaviour Policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. However, the policy is also designed to ensure that, when behaviour problems occur, all staff, students and parents have a clear understanding of the procedures for dealing with problems. This policy will be published on the academy website.

2. AIMS

- 2.1** To create a caring, stimulating and secure learning environment in which everyone can operate safely, and to promote the concept that the best learning opportunities occur in a positive and structured environment, where there are consistently high expectations and standards.
- 2.2** To ensure students are aware of, and follow the academy's Code of Conduct.
- 2.3** To raise students' self-esteem and self-discipline by the use of positive interaction and role modelling; this includes developing their sense of responsibility and respect to others within the academy community, as well as ensuring bullying is prevented.
- 2.4** To establish clear guidelines of behaviour, conduct and dress, with appropriate rewards and sanctions, which are clearly understood by all students and staff – as well as parents and carers – and which are implemented in a consistent and fair way, and always aimed at encouraging students to achieve their full potential.
- 2.5** To ensure that students complete assigned work in an appropriate and timely manner.

3. PROMOTING POSITIVE BEHAVIOUR

- 3.1** There are many ways of trying to promote good behaviour. Two underlying principles are:
 - a. Consistency amongst staff in implementing academy policies and when dealing with individual students.
 - b. Mutual respect through good relationships between students and staff.
- 3.2** We will promote positive behaviour explicitly through:
 - Academy Code of Conduct (in classrooms and around the academy.)
 - Proud to Belong Ethos and the promotion of British Values.



- Year Group Inductions at the start of each academic year and targeted focus sessions throughout the year.
- Rewards and Sanctions system.
- Form Tutor Groups.
- PSHCE programme.
- Assemblies.
- Academic tutoring and mentoring.
- Targeted use of Behaviour and Achievement Mentors.
- Involvement of parents.
- Discussion with students – individuals and groups.
- Leading by example.
- Challenging anti-social behaviour consistently.

3.3 We will encourage and ensure positive behaviour through various strategies, which include:

- Ensuring that every student is following an appropriate curriculum pathway.
- Ensuring students are offered and encouraged to participate in extra-curricular and enrichment activities.
- Using well-judged and inspirational teaching strategies that closely match the needs of individual and different groups of learners.
- Understanding that students are individuals, and investing time to build good working relationships with each student.
- Recognising achievement – regular use of praise.
- Ensuring all staff take collective responsibility for behaviour around the academy and are supportive of colleagues; this includes providing training for individuals where appropriate, including the induction of new staff and supply staff.
- Using the academy's sanctions system to deal with and prevent the escalation of inappropriate and/or poor behaviour, with the aim of always educating students towards more positive attitudes.
- Providing training for staff, and education for students, around The Prevent Strategy, to ensure that students are aware of the dangers of radicalisation and make positive choices.
- Providing training to staff, and education to students, around lesbian, gay, bisexual and transgender (LGBT) issues, in order to celebrate difference and tackle homophobic, biphobic and transphobic (HBT) bullying where necessary.
- Target setting and use of, for example, Individual Education Plans, Pastoral Support Programmes, Academy Team Around The Child (ATAC) intervention support plans and other types of support as indicated in the Exclusion Stages document published by the academy.
- The targeted use of the Behaviour and Achievement Mentors, and the academy's alternative provision arrangements.
- The effective utilisation of Student Voice to ensure that the student cohort is actively involved in the formulation of academy policy and procedures where appropriate.

4. REWARDS

- 4.1** As an academy we are committed to promoting, celebrating and rewarding achievement. We recognise that our students possess a range of talents and abilities, and that praise is a crucial element to raising self-esteem and progress. We

are therefore committed to recognising and rewarding effort and achievement at all levels.

4.2 At The Bushey Academy we reward students on both an individual level and as members of groups. There are many ways in which students are rewarded, e.g.

- Staff praise in books, or directly to a student.
- Public recognition and celebration of individual student achievements (eg commendations, awards, and individual certificates – at academy, house and form tutor level; celebratory articles in the academy newsletter, Facebook, and Principal's Blog; and at specific annual celebratory events such as Celebration of Success and Access Awards.
- Written communication – letters to students and/or parents, including postcards.
- Vivos – Vivo 1 and Vivo 2 learners for lesson achievement, as well as Vivos outside of lessons for Community Service, Taking Responsibility and Student Leadership.
- Wowchers and Golden Wowchers.
- Visits and Trips.

5. CONSEQUENCES AND SANCTIONS

5.1 General Information:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006.)
- The Principal has decided that this power also applies to all paid staff with responsibility for students (examples of which include Teaching Assistants, Behaviour and Achievement Mentors and Heads of House, amongst others.)
- Staff can discipline students at any time the student is in the academy or elsewhere under the charge of a teacher, including on academy trips and visits.
- Staff can also discipline students in certain circumstances when a student's misbehaviour occurs outside of the academy 'to such an extent as is reasonable.'
- Staff have the power to impose detentions both inside and outside academy hours. The times outside normal school hours when a detention can be given (the 'permitted day of detention') include: any academy day where the student does not have permission to be absent; weekends-except the weekend preceding or following the half term break; and non-teaching days (usually referred to as INSET days); parental consent for detentions is not required.
- Staff can confiscate students' property.

5.2 Staff at the academy can discipline students for:

- Misbehaviour when the student is:
 - taking part in any academy-organised or academy-related activity or
 - travelling to or from the academy or
 - wearing academy uniform or
 - in some other way identifiable as a student at the academy.
- Misbehaviour at any other time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the academy or

- pose a threat to another student, staff member, or member of the public or
- could adversely affect the reputation of the academy.

In all cases, staff can only discipline the student on academy premises or elsewhere where the student is under the lawful control of the staff member.

5.3 There is an expectation that students will face consequences whenever their behaviour does not meet the required high standards. It is not possible to publish an exhaustive list, and the academy has a variety of sanctions which can be used as appropriate, depending on the nature of the behaviour. Certain types of behaviour will be considered by the academy to be serious when making a judgement about an appropriate sanction. This list is not exhaustive but would include:

- Disruption of learning or classroom activity.
- Truancy of any sort.
- Failure or refusal to attend the academy each day without an authorised reason.
- Failure to follow the reasonable instructions of a member of staff.
- Defiance of, or rudeness to, a member of staff (or volunteer.)
- Failure to cooperate with a lawful internal academy enquiry about an incident or event (e.g. refusal to write a proper and detailed witness account.)
- Aggressive, violent or abusive behaviour towards other students or members of staff.
- Possession of any sort of knife or weapon.
- Possession of pornographic images.
- Contravention of the academy's drug policy (includes smoking and alcohol) which specifies very clear sanctions for certain types of drug misdemeanours.
- Damage to academy property, or the property of others.
- Any form of bullying,
- Homophobic, biphobic, transphobic (HBT) or racist behaviour.
- Theft of any sort, or possession of stolen property.
- Misuse of the academy's IT systems or other forms of ICT and Internet related misuse.
- Other significantly inappropriate behaviour, or contravening other academy policies (including possession of items banned by the academy rules.)

5.4 The academy will ensure that any sanction imposed is proportionate and must not breach any other legislation (for example in respect of disability, special educational needs, religion, race and other equalities and human rights) and must be reasonable

in all the circumstances (Section 91 of the Education and Inspections Act 2006); the academy will also consider whether there are any mitigating circumstances, or aggravating factors, when making a decision about the most appropriate sanction.

- 5.5** The academy will also consider, where appropriate, whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the academy will follow its safeguarding policy. In addition, the academy will consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and be aware of the potential need to consider whether a multi-agency assessment is necessary.
- 5.6** The academy utilises a number of sanctions, which are outlined in the Sanctions' Appendix to this policy. The Principal has limited the power to apply particular sanctions and this is clearly outlined in the Appendix at the end of this policy.
- 5.7** Corporal punishment is illegal in all circumstances.
- 5.8** Following a sanction, it is expected that behaviour will improve as a consequence.
- 5.9** When imposing sanctions, staff will keep the above in mind. It is also important that staff remember to:
- Examine the behaviour and not criticise the student.
 - Use private rather than public reprimands wherever possible.
 - Be consistent when dealing with students.
 - Ensure that once a sanction has been imposed the student is made aware that the incident is over and they can make a fresh start.
- 5.10** On the rare occasion when an issue is so serious that the Principal has made the decision to permanently exclude a student, the evidence presented at the subsequent Governors' hearing will be anonymised to protect the identity of other students in order to avoid issues of bullying or other forms of repercussions. This will apply unless those members at the relevant Governors' hearing make a judgment that names of other students are relevant and are to be admitted as evidence.

6 CONFISCATION OF INAPPROPRIATE ITEMS

- 6.1** Academy staff have a legal power to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in all the circumstances. The law protects staff from liability to, or loss of, confiscated items provided they have acted lawfully. Staff should always contact parents or carers about confiscated items and make a judgement about whether it is appropriate to return those items to parents or carers. Additionally, staff have the power to search without consent for 'prohibited articles' 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; and
- any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

7 POWER TO USE REASONABLE FORCE

7.1 Members of staff at the academy have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Principal and other authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

7.2 Student Booths

The academy allows for students to be placed in the booths within Student Services. The booths will be used for the following situations:

- Internal exclusions (including break and lunch.)
- Initial strategy for dealing with students who have exhibited aggressive behaviour and pose a risk to others until initial investigation confirms this is eliminated and the student has calmed down.
- Initial strategy for dealing with students who are disruptive and / or refusing to obey the reasonable instructions of a member of staff.
- Initial strategy for dealing with students whose actions are otherwise posing, or potentially posing, a risk to the academy community in some way.
- Head of House / SLT break and lunch detentions.

The academy will ensure that its internally agreed Use of Booths; Best Practice Guidelines are complied with.

8. SUMMARY

A positive approach and a focus on behaviour for learning will ensure that good behaviour is rewarded and inappropriate behaviour has consequences. Staff have the right to teach and students have the right to learn, without disruption in a suitably conducive environment. We recognise that good order and high standards need to be worked towards. Our commitment to ensure that students thrive in our care and become successful, lifelong learners underpins all elements of this policy.

References

Behaviour and discipline in schools: advice for head teachers and school staff (DFE- February 2014)

Education Acts 1996 and 2011

Education and Inspections Act 2006

Equality Act 2010

Stonewall's School Report 2012 and Metro Youth Chances survey (2014)

Stonewall's Education for all – Train the Trainer Resource

Appendix A: Rewards

The Bushey Academy has high expectations of positive behaviour which are encouraged at all times. The following rewards are available to the academy to promote positive behaviour. Students are involved in the Rewards and Sanctions process through Student Leadership and Student Voice initiatives.

Reward	Frequency	Information
Vivos	Available every moment of the day, in and out of lessons	Issued by every member of staff through the Vivo website. Students receive Vivo points through the website, and can 'spend' them to enjoy a range of school privileges and buy school equipment.
'Wowcher'	Available every week	Nominated by every member of staff once a week. Awarded by a member of the Senior Leadership Team. Wowchers are issued once each week by every member of staff. They are the equivalent of 20 Vivos and are recorded on the Vivo website.
Golden 'Wowcher'	Available every half term	Issued by the Principal. Students awarded 3 Wowchers in a half term receive a 'Golden Wowcher' by the Principal to recognise their achievement.
'Proud to Belong' Awards	Available every half term	Issued by the Principal. Students who embody the school motto of 'Proud to Belong' in or out of lessons are recognised with a special award at the end of half term assembly.
Celebration of Success	Annual event	This special event celebrates the achievement of students in every department, with a range of additional awards from The Meller Educational Trust.
Meller Educational Trust Awards	Annual event	All the schools in the Meller Educational Trust nominate outstanding students for a range of awards at this unique event, hosted by the Chair of the Meller Educational Trust, David Meller, in central London.

Appendix B: Sanctions

The Bushey Academy has high expectations of positive behaviour and does not accept antisocial or disruptive behaviour in a lesson or outside of a lesson. The following sanctions are available to the academy to address poor behaviour and promote positive behaviour. The student will always be told they have a detention and the reason why.

For exclusions, please see the Appendix C: Exclusion Stages document.

Detention type	Duration	Information
Break, lunch or after school	20 minutes	Issued by a member of staff. This short 20 minute detention will usually take place on the same day to enable a speedy resolution. Please be aware that no notice is given to parents or carers for this 20 minute detention.
After school	45 minutes	Issued by a member of staff. This detention will usually take place the next day. The Parent/Carer will be advised by text.
Behaviour Reflection	Varied	Authorised by the Vice Principal: Pastoral Care and Safeguarding. This sanction involves a student spending reflective time out of lessons, under supervision, where they reflect on their behaviour and consider ways to behave positively. They will receive 1:1 support and guidance from pastoral staff during a period of Behaviour Reflection.
SLT detention <i>(Senior Leadership Team)</i>	60 Minutes	Issued by the Vice Principal: Pastoral Care and Safeguarding. Usually held on a Friday after school and overseen by a member of the Senior Leadership Team. If your child is given an SLT detention, the Vice Principal: Pastoral Care and Safeguarding will write to you to explain the reasons.
Extended SLT detention <i>(Senior Leadership Team)</i>	90 Minutes	Issued by the Vice Principal: Pastoral Care and Safeguarding. Usually held on a Friday after school and overseen by a member of the Senior Leadership Team. If your child is given an Extended SLT detention, the Vice Principal: Pastoral Care and Safeguarding will write to you to explain the reasons.
Principal's detention	120 Minutes	Issued by the Vice Principal: Pastoral Care and Safeguarding. Usually held on a Friday after school and overseen by a member of the Senior Leadership Team. If your child is given a Principal's Detention, the Vice Principal: Pastoral Care and Safeguarding will write to you to explain the reasons.
Saturday detention	120 Minutes	Issued by the Vice Principal: Pastoral Care and Safeguarding. Held on a Saturday morning at the academy. Starting at 9am and finishing at 11am. This detention is overseen by the Behaviour and Achievement Mentors. If your child is given a Saturday Detention, the Vice Principal: Pastoral Care and Safeguarding will write to you to explain the reasons.

Appendix C: Exclusion Stages

The Bushey Academy has high expectations of positive behaviour and does not accept antisocial or disruptive behaviour. Where a child has seriously broken academy rules or where allowing the child to stay in school would seriously harm their education or welfare, or the education or welfare of other students, they may be excluded. Exclusion stages are cumulative and may lead to permanent exclusion. The stages are applicable to both *internal and **external (fixed period) exclusions.

Exclusion stage	What type of exclusion accompanies the exclusion stage	Who makes the decision to exclude?	What actions will result from the decision to exclude
1	1- 2 day exclusion (single or cumulative)	Fixed term: Principal Internal: Vice Principal: Pastoral Care & Safeguarding	Exclusion Stage 1: 3 week intervention and monitoring programme Re-integration Meeting with Head of House, followed by these preventative strands: <ol style="list-style-type: none"> 1. Strand One: Sixth Form Peer Mentor (where appropriate) – initial debrief following incident, with two further follow up mentoring meetings. 2. Strand Two: Lesson ATL report (where appropriate), monitored daily by form tutor, alongside the student’s behaviour record. 3. Strand Three: identification of SEN needs by Head of House where relevant and planned support as appropriate. 4. Strand Four: Head of House Behaviour Review at end of three weeks with student and communication to parents regarding progress.



2	3 - 4 day exclusion (single or cumulative)	Fixed term: Principal Internal: Vice Principal: Pastoral Care & Safeguarding	Exclusion Stage 2: 12 weeks intervention and monitoring programme Reintegration meeting with Head of House and Director of Student Services, followed by individual Support Plan (ISP), to include some or all of the following: <ol style="list-style-type: none">1. Strand One: Behaviour and Achievement Mentor to clearly identify key behaviour issues (by reviewing behaviour with staff as well as the student, by observing in specific lessons where appropriate, and considering any specialist needs with the SENDCO.)2. Strand Two: Behaviour and Achievement Mentor to formulate and implement key strategies to help the student address their behaviour issues and to support the student regularly during the 12 week ISP programme. The Behaviour and Achievement Mentor will run the ISP programme, and will communicate with parents and carers every fortnight and provide behaviour overview.3. Strand Three: 6 weeks of Chessbrook Outreach, followed by their 6 week Thinking Matters course at their ESC (Outreach and referral to be facilitated by Head of House, at start of Stage 2.)4. Strand Four: Behaviour Review Meeting every fortnight between Behaviour and Achievement Mentor and Head of House.5. Strand Five: Behaviour Review Meeting at Week 6 and again in Week 12, facilitated by Head of House. This should involve the student and parents or carers, and the Behaviour and Achievement Mentor.6. Strand Six: the academy to utilise other interventions where appropriate (eg alternative provision, 1:1 support in BR2; placement at another Mellor Education Trust School, or other nearby school.)7. Strand Seven: encouragement to participate in Principal's Challenge and / or to be involved in one / mix of whole academy or house events for a minimum of half a term.
---	---	---	---

<p>3</p>	<p>5+ days exclusion <i>(Cumulative)</i></p> <p>(Any student at Stage 3 risks immediate movement to Stage 4 for further misdemeanours)</p>	<p>Fixed term: Principal</p> <p>Internal: Vice Principal: Pastoral Care & Safeguarding</p>	<p>Exclusion Stage 3: 16 week intervention and monitoring programme</p> <p>Reintegration meeting with Director of Student Services and Vice-Principal, followed by Pastoral Support Plan (PSP), to include some or all of the following:</p> <ol style="list-style-type: none"> Strand One: Behaviour and Achievement Mentor to clearly identify key behaviour issues (by reviewing behaviour with staff as well as the student, and by observing in specific lessons where appropriate.) Strand Two: Behaviour and Achievement Mentor to formulate and implement key strategies to help the student address their behaviour issues and to support the student regularly during the 16 week PSP programme. The Behaviour and Achievement Mentor will run the PSP programme, and will communicate with parents and carers every fortnight and provide behaviour overview. Strand Three: Behaviour and Achievement Mentor to liaise with the SENDCO and ensure they have reviewed whether there are any emerging special education needs which are relevant to the ongoing poor behaviour, and that support has been planned where relevant. This will include consideration for an Education and Health Care Plan if deemed appropriate. Strand Four: Consideration will be given for a reduced timetable and / or personalised alternative provision (eg Building 1 Zone, 1:1 support in BR2, Prince's Trust; placement at another Mellor Education Trust School, or other nearby school.) Strand Five: Further pastoral intervention work to include external positive behaviour coaching, SLT mentor, and additional external courses (eg Chessbrook's Reflect and Relaunch course); student to be encouraged to participate in wider academy extra-curricular and enrichment activities as part of a strategy to achieve in positive ways. Strand Six: Behaviour Review Meeting every fortnight between Behaviour and Achievement Mentor and Head of House. A further Behaviour Review Meeting at Week 8 and again in Week 16, facilitated by Head of House. This should involve the student and parents or carers, and the Behaviour and Achievement Mentor.
<p>4</p>	<p>Permanent exclusion</p>	<p>Principal</p>	<p>Exclusion Stage 4: Permanent Exclusion</p>

- * Internal Exclusions are served at the academy.

Internal exclusions are ordinarily served in the academy isolation booths, and on occasions in a learning room where 1:1 support is provided (BR2.)

These booths are never locked, are used for the minimum amount of time required and are supervised at all times. Students in the booths are allowed out for scheduled breaks and lunches as well as for access to toilets and for short breaks where appropriate and approved by supervising staff. Specific authorisation levels exist for the use of booths and all authorised staff are aware of the procedure for the use of booths.

- ** External (Fixed Period) Exclusions are served at home.