S4 STUDENT BEHAVIOUR POLICY

Responsible:	**The Principal**
Approved by Governing Body:	**November 2017**
Next Review Due:	**Autumn 2019**

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 behaviour system.

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:

- The academy's behaviour system (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 the C1-C5 correction 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, and threshold intervention documents published at the end of this policy.
- 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, Proud to Belong awards, and individual certificates – at academy, house and form tutor level.
- Celebratory articles in the academy newsletter and via the academy's website and social media links.
- At specific annual celebratory events such as the academy's Celebration of Success, and at the Meller Educational Trust Awards which are held in central London.
- Written communication – letters to students and/or parents, including postcards.
- Achievement Points for Attitude to Learning (ATL) 1 and 2 for lesson achievement, as well as Achievement Points outside of lessons for a wide range of different achievements and contributions to academy life. Specific details regarding Achievement Points are published at the end of this policy.
- 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.'
- The academy no longer utilises detentions as a formal method of sanction. However, staff still have the power to retain students for up to 20 minutes either at break, lunch, or after school in order for the member of staff to address a particular concern; parental consent for this 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. The academy utilises the correction system C1-C5, which highlights particular types of poor behaviours – which each attract specific negative behavioural points – as well as the required staff actions, and the relevant interventions and sanctions (including for an accumulation of C2-C3, and C4-C5 offences). The C1-C5 system is published at the end of this policy, along with the threshold negative behaviour points levels for relevant interventions and sanctions. 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 always 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 interventions and sanctions, which are outlined in the C1-C5 document 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 Exit Room and Academy Isolation Room (AIR)

The academy allows for students to be placed in the Exit Room if they have reached the relevant C3 stage of the Behaviour System. Students will receive 1:1 intervention in the Exit Room as part of the strategy to address their poor behaviour. Unless the members of staff running the Exit Room judge that a student requires additional intervention – or the lesson they have been exited from is part of a double period – the student will normally remain in the Exit Room for the remainder of that lesson period only.

The Academy Isolation Room (AIR) will be used for students on internal exclusion or a separate period of agreed Behaviour Reflection, and students on this provision will receive 1:1 intervention to help them address their poor behaviour.

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

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:

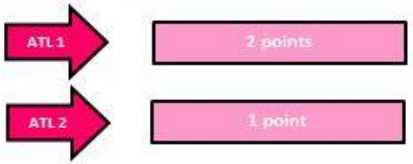
- ✓ Arrive on time, ready to learn immediately
- ✓ Respect my teachers and follow staff instructions at all times
- ✓ Respect the learning environment and other students
- ✓ Be curious and actively participate in all learning tasks
- ✓ Put in constant effort to develop my knowledge, understanding and 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:

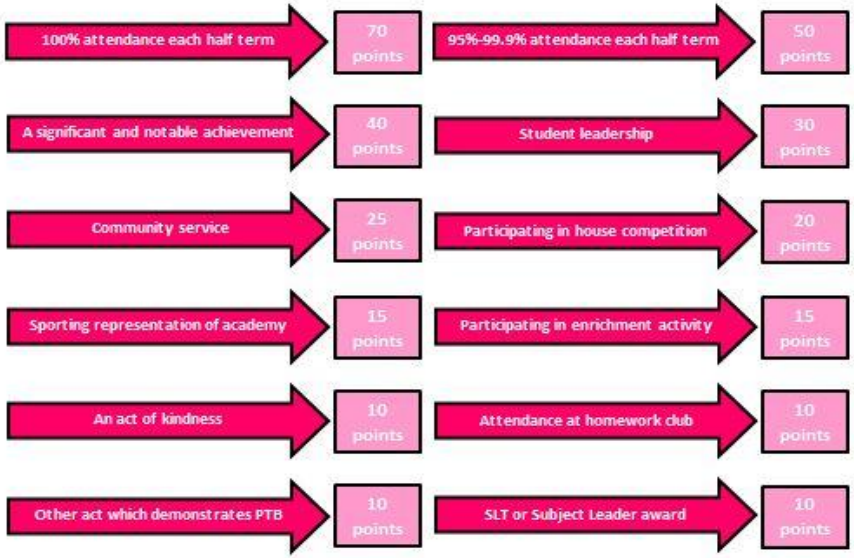
- ✓ Arrive to school on time, with the correct equipment
- ✓ Wear my uniform with pride
- ✓ Move around the academy quietly and respectfully at all times
- ✓ Follow staff instructions immediately
- ✓ Treat everyone with respect and kindness
- ✓ Contribute and participate fully in all aspects of school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



Direction: Proud of where we are going

Proud of how we achieve: Effort

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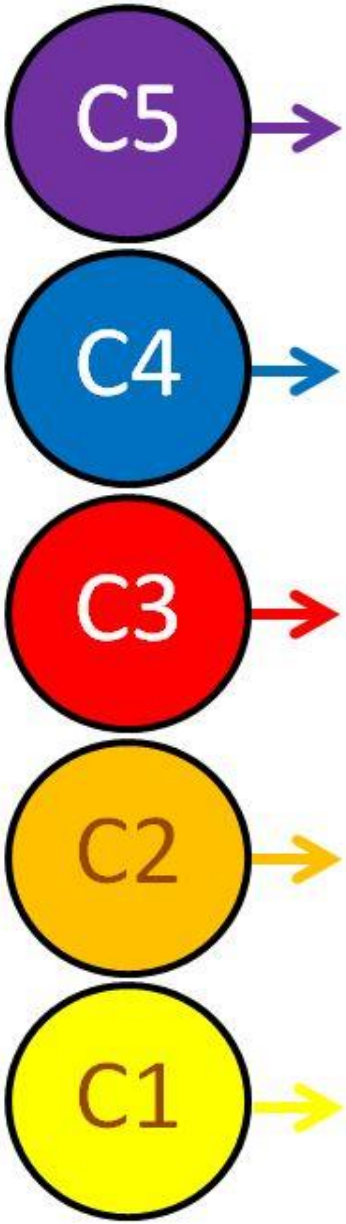
Academy Correction System



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 you to Student Services.

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

Automatic C4 behaviours include:

- Serious failure to follow instructions e.g. walking away from a member of staff
- Smoking or vaping or possession of them in 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 you to Student Services.

Sanctions will include exclusions.

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 you to the Exit Room or remove you to Student Services.

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

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 you reflection time for 2-3 minutes outside the classroom
- Staff will log this on SIMS and accumulated C2/C3s will bring further sanctions.

Initial 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 you to move seats
- Remind you what the expectations are
- Speak to you about your behaviour

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

Entry Threshold Points for Intervention	Intervention
25 points per term	**Form Tutor** 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** 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)** 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)** 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** 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** 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** 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.

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.

** Internal Exclusions are served at the academy. Internal exclusions are ordinarily served in the Academy Isolation Room (AIR).*
***External (Fixed Period) Exclusions are served at home.*

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- 3 day exclusion *(single or cumulative)*	**Fixed term:** Principal **Internal:** Member of the Senior Leadership Team	**Exclusion Stage 1: 3 week intervention and monitoring programme** Re-integration Meeting with Head of House, followed by these preventative strands: 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	4-6 day exclusion *(single or cumulative)*	**Fixed term:** Principal **Internal**: Member of the Senior Leadership Team	**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: 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; placement at another Meller Education Trust School, or other nearby school.) 7. **Strand Seven**: encouragement to participate in extra-curricular, enrichment and whole school / house events for a minimum of half a term.

3	7+ days exclusion *(Cumulative)* (Any student at Stage 3 risks immediate movement to Stage 4 for further misdemeanours)	**Fixed term:** Principal **Internal**: Member of the Senior Leadership Team	**Exclusion Stage 3: 16 week intervention and monitoring programme** Reintegration meeting with Director of Student Services and Vice-Principal, followed by Pastoral Support Plan (PSP), to include some or all of the following: 1. **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.) 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 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. 3. **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.** 4. **Strand Four**: Consideration will be given for a reduced timetable and / or personalised alternative provision (eg Building 1 Zone, Prince's Trust; placement at another Meller Educational Trust School, or other nearby school.) 5. **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. 6. **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.
4	Permanent exclusion	Principal	**Exclusion Stage 4: Permanent Exclusion**