

Policies & Procedures

Behaviour for Learning Policy

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**Bishop
Young**
CHURCH OF ENGLAND
ACADEMY

Part of



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1. Introduction

It is our aim to establish the highest possible standards of behaviour at The Bishop Young Church of England Academy. We want the academy to be a warm, caring, friendly and happy school where learning can flourish and we can provide all our students with life changing opportunities.

Students' behaviour around the academy should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

This Behaviour for Learning Policy focuses on building positive relationships, recognising and rewarding good behaviour and reducing fixed term exclusions, whilst acting decisively to address inappropriate and disruptive behaviour.

2. The Aims of the Behaviour Policy

- To encourage a whole school approach to behaviour and discipline in order to create the most effective conditions for learning and teaching, fostering appropriate, rather than inappropriate, behaviour and to protect the environment.
- To manage student behaviour as effectively as possible in order:
 - to develop students' ability to exercise self-control;
 - to encourage students to take responsibility for, and be accountable for, their own actions;
 - to raise their awareness that actions and choices have consequences;
 - to provide them with opportunities to take pride and demonstrate positive abilities and attitudes;
 - to ensure students thrive.
- To promote firm action against all forms of bullying in order to ensure the happiness, safety and general well-being of all members of the academy community.
- To foster a shared sense of community in order to demonstrate that negotiation and consultation are a necessary part of managing behaviour and resolving conflict.
- To assist and support staff in identifying reasons for challenging behaviour to enable support for the student and family to be put in place to remove any barriers to learning.
- To ensure that the academy and home, work together to encourage appropriate behaviour.
- To keep to a minimum the occasions when it is necessary to exclude students from school.
- To ensure that the majority of students are protected from the consequences of the antisocial behaviour of a minority and learning is not affected.
- To ensure that at all times staff feel supported in their efforts to maintain high standards of behaviour and to teach effectively.

- To ensure that the academy maintains its reputation and good name in the local community and beyond.
- To raise the self-esteem and self-worth of all students.

3. Expectations of staff

All teaching and non-teaching staff must recognise, praise and reward all students when appropriate. The attitude and approach of all our staff is of great importance. It is the adults who must have high expectations and who must model out the behaviour and conduct we expect of our students. This will allow good staff / student relationships to develop.

We need to set the correct examples in matters of presentation, punctuality, commitment and respect. We are responsible for positively influencing the good behaviour of students around us, and de-escalating situations where possible.

All staff will:

- Ensure the academy / classrooms are positive and welcoming which provides all students with the opportunity to succeed;
- Build positive relationships with students;
- Create and sustain a positive, supportive and secure environment;
- Apply sanctions fairly, consistently, proportionately and reasonably;
- 'Catch' students getting things right and reward them to promote positive behaviour;
- Set high standards of oracy, manners and dress.

Staff should never resort to humiliation, shouting, over-reacting, sarcasm, over-punishment and blanket punishments.

Teaching staff will:

- Prepare stimulating lessons that generate good behaviour and earn respect;
- Arrive on time to 'Meet and Greet' students;
- Extend, challenge and motivate all students;
- Mark all work and homework within the Academy's marking policy;
- Value the work of all students.

Key questions for teaching staff:

- Have I greeted students at the door and made my high expectations clear at the beginning?
- Have I factored in the lesson start routine and planned for how the lesson will end?
- Have I planned my lesson appropriately and shared my learning intentions with students?
- Have I planned to meet the needs of all pupils (accessibility/challenge/consulted learning passports?)
- Is the work challenging and interesting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?

- Is my seating plan right and have I made my instructions clear?
- Have I taken into account the teacher non-negotiables?
- Am I praising and rewarding students for their good behaviour?

Staff should do all they can to:

- Reprimand privately – it encourages co-operation;
- Keep calm – it shows high status, reduces tension and models desired behaviour;
- Listen – it earns respect;
- Use first names;
- Focus on positive aspects of pupil work and behaviour;
- Praise remorse when pupils take responsibility for poor behaviour;
- Be fair and consistent;
- Use the minimum sanction necessary to achieve your desired outcome;
- Keep sanctions appropriate;
- Use humour – it builds bridges;
- Re-integrate the pupil into the class;
- Seek closure after the sanction – it is important to start again and demonstrate a willingness to re-build relationships.

4. Expectations of students

In class behaviour:

- Arrive on time for the lesson;
- Take out your planner, reading book, homework and equipment for the lesson;
- Follow instructions first time, every time;
- Listen carefully when the teacher or another person is talking;
- Respect others, do not swear or shout out;
- Complete work to the best of your ability;
- Use all equipment appropriately and safely;
- No eating, chewing or drinking;
- Pack away quietly when asked and wait for permission to leave.

Around the academy:

- Follow instructions from all staff, first time every time;
- Carry your planner with you at all times;
- Hand over your planner when asked by any member of staff;
- Be polite and show respect for other people and their property;
- Walk around the academy sensibly and quietly, keeping to the left;
- Wear your school uniform correctly at all times – no hats / caps / hoods / coats inside the academy;
- Only eat in designated food areas at the correct time and place litter in the bin;
- No chewing gum, sweets, fizzy or energy drinks at any time;
- Do not use mobile phone or speakers (they will be confiscated);
- No illegal substances to be brought onto the school site (including cigarettes);
- Respect the surrounding community before and after school.

If we all follow these expectations, we will create a happy, positive atmosphere where pupils have high quality learning experiences and are given the opportunity to be their best.

At Bishop Young Academy we use the 5 P's to summarise this approach. They encourage our community to be:



5. Praise and Rewards

Rewarding students is extremely important to us and all members of the Academy community encourage positive behaviour and reward students on a daily basis. We are constantly looking for students who are 'getting it right' to reinforce positive behaviour. The Behaviour for Learning policy was designed to work with the Class Charts software which we use and this has given us a highly effective rewards system. Class Charts recognises when a student receives praise for academic achievements, progress, behaviour, attendance and contributions to the wider community and will automatically assign Praise Points to students, and inform key staff so that the appropriate action can take place. 'Praise Points' can be awarded for the following, although this list is not exhaustive.

- Excellent attendance and punctuality
- Having a consistently good attitude to learning
- Excellent class work and homework
- Positive contribution in lessons
- Being a positive role model to other students
- Achieving targets in assessments and examinations
- Contributing to the Academy community through extra-curricular activities

When students achieve certain thresholds with their 'Praise Points' they are eligible for particular rewards, which include:

- Postcards and certificates sent home from their Cathedral Leader, Class teacher and SLT phone calls home;
- Blazer lapel badges for the Gold (350), Diamond (600) and Principal (1000) award;
- Early lunch passes;
- Principal's Brunch;
- Recognition in rewards assemblies and entries into prize draws;
- Options to trade in 'Praise Points' at the half-termly Rewards Shop;
- Prom ticket discount;
- Annual reward trip;
- Sports Award Ceremonies;
- Award Ceremonies at the end of the year;
- Promotion of sustained excellence on the Cathedral notice board.

Golden Tickets

To reward students who show exemplary behaviour at social times and moving around the Academy, we award Golden tickets. This is to encourage our students to become good citizens and to appreciate why the Bishop Character qualities (Benevolence, Integrity, Self-Fulfilment, Health and Happiness, Oneness and Perseverance) are at the core of what we stand for. These can be exchanged for 25 Praise Points, can be used to jump queues in the academy, or for a special treat on Friday each week.

Issuing Praise Points

All staff can use their discretion when awarding Praise Points, but the following is a guide that we encourage all to follow:

Lesson

Students will be awarded 1 point through Class Charts for any achievement and can be given a maximum of 3 in one lesson.

2 extra points can be awarded for outstanding homework and attending after school clubs / revision sessions.

Vertical Tutor Group (weekly)

Tutors will award 1 point for students who attend on time with correct uniform and with all equipment.

They will award 1 point to students who have no negative comments.

At their discretion, tutors can award 2 extra points for students that make an excellent contribution to tutor time.

Attendance Points

Students with 100% attendance per half term will automatically be credited with 50 points.

Students with 96% attendance per half term will automatically be credited with 25 points.

Cathedral Leaders points / Achievement Director points

Each half term both the Cathedral Leader and Achievement Directors will visit all tutor groups and award 10 points to two deserving students.

PTP Points

Students who achieve Grade 1 in attitude across all subjects in Progress Tracking Point collections will be awarded 50 points. Students who achieve a range of Grades 1 and 2 in attitude across all subjects in PTP collections will be awarded 25 points.

Community Conduct points

Students following the expectations around the Academy and displaying our values around school can be awarded up to 5 points.

Leadership rewards and referral to the Principal

Senior staff will provide a high presence across the Academy and they can award Praise Points at their discretion. Teaching staff can refer students to the Principal if they are working exceptionally well.

Rewards and the House (Cathedral) System

'Praise Points' are not only designed to reward individual students, but they can also be used to recognise the success of a Cathedral in the school pastoral system. The house system is designed to encourage a sense of belonging to the school and to encourage students to work together and support one another. The house system also promotes achievement by enabling students who gain rewards to earn points for their Cathedrals. The Heads of Cathedral, supported by students, promote Sports Day, fund raising events, curriculum area competitions and activities and assemblies in order to motivate students and promote a sense of achievement and belonging.

Healthy competition across the house system, with the right incentives, will help to drive standards even higher.



6. The Student Planner - The Behaviour for Learning Grid

Students must have their planners with them at all times. Although we use Class Charts to log all positive and negative interactions electronically, there is also an expectation to use the planner to manage student behaviour. It is integral to the Behaviour for Learning Policy and it allows staff, students, parents and carers to have an overview of students' day to day performance at the Academy at all times.

The Behaviour for Learning grid appears on every page and it can be used both in and out of the classroom, although it is primarily to address behaviour at social times and when students move from lesson to lesson.

Staff are asked to give a verbal warning without recording this in the student planner. When there is a clear distinction between carelessness and deliberate intent to disobey school expectations, a BfL code is recorded in the BfL grid in the student's planner and on Class Charts (1 negative point). A one hour after school detention (with their Cathedral Leader) will be issued as an immediate consequence when a student fails to meet the basic behaviour expectations of the school on **6 occasions during 1 week** and the grid becomes full.

Example:

Date	Code	Further details	Staff initials	Subject or A/S
17/7	C	Chewing in lesson	DKI	PE
18/7	U	No tie on corridors	RCO	A/S

Codes – **B** behaviour; **C** chewing / eating; **U** uniform; **P** Insufficient progress / effort; **H** Homework; **E** Equipment.

In addition:

- Students who arrive late to school without good reason will be given an immediate lunchtime detention.
- Students who are late to school twice in a week will go into an after school detention.
- Students who forget their planner will collect a day sheet and receive a lunchtime detention. These students must present their planner at the Pastoral office the following day and hand in their day sheet.

7. Behaviour Points

To keep track of student behaviours more effectively, each consequence will have an attributable behaviour point.

The greater the number of behaviour points, the greater the concern. As the total number of behaviour points for a student increases, the range for alternative strategies of support or sanctions required would also increase. This will range from detentions, report cards, isolation, parental meetings, IBP's, contracts etc. This is where the support from the Cathedral Leaders can have a really positive impact.

At the end of every school year, behaviour points are reset to zero. Although reset, to try and provide a fresh start for all students, behaviour points accrued since starting Bishop Young Academy are examined to look for patterns of behaviour. This historic viewpoint is taken into consideration when making future decisions regarding serious sanctions.

Student circumstances and actions will be considered individually and support and/or sanctions will be tailored to the individual student where appropriate.

Cathedral Leaders will monitor trends in behaviour both in and out of the classroom and they will adopt strategies to support individual students as necessary.

8. Consequences within the classroom

The following eight steps explain the classroom based sanctions. The intention is that students will always work within this framework. Teaching staff should always aim to prevent students from reaching Stage 4. Students should not be removed from class for trivial reasons. At no point should a student ever be sent to stand outside a classroom.

When students disturb the academic progress of their peers or prevent effective teaching, they must be removed from that environment.

Students who arrive late to lesson, or do not have the correct uniform or equipment will automatically receive negative points on Class Charts and the assigned sanction.

Step 1 – Verbal Warning – This is not recorded and should always be directed at individual students and not the whole class. Staff must indicate clearly that what they are doing is unacceptable.

Step 2 – Second warning – If a student continues to behave unacceptably the planner is handed to the teacher.

Step 1 and Step 2 - No further action needs to be taken provided that students return to behaviour that is consistent within the rules.

Step 3 – If a student continues to behave in an unsatisfactory manner, a **written comment** is recorded in the student planner and on Class Charts and the student could be moved in class (S3 comment = 2 negative behaviour points on Class Charts). When a student has received two Step 3 written comments in one subject area (per half term) they will need to serve a department detention. Each Curriculum area leader is responsible for co-ordinating these detentions.

Failure to attend a department detention would result in a 30 minute after school detention with their Cathedral Leader, using Class Charts to record this.

Step 4 (Session manager removal) – If the student is persisting to behave in an unacceptable manner then a **S4 detention** is recorded in the planner and the student will automatically receive a 60 minute after school detention with their Cathedral Leader (S4 detention = 4 negative points on Class Charts). **The student is now removed (the Session manager button on Class Charts) and will move to the Room for Reflection (RFR) for the remainder of the lesson.**

However, if it is considered appropriate the student could be removed by SLT / ELT to another classroom within the department (**Step 4 removal recorded on Class Charts**). Good behaviour here could result in a department detention or no further consequence at the discretion of the subject leader.

Each curriculum area identifies colleagues who can receive students in any one lesson and creates a Step 4 timetable. It is an expectation that this is displayed in all classrooms.

If a student reaches Step 4 (session manager) twice in one day they will do a **full day** in isolation the following day plus a 90 minute after school detention.

Step 5 – Long term isolation – Room for Improvement (RFI): Instant removal to the internal exclusion room and senior staff involvement. This will allow the student time to reflect on their actions and work on resolving any issues that they have with close one to one support. There will also be a comprehensive bank of work from all curriculum areas that will allow students to continue working in a purposeful environment. Students will be isolated for the full day in the first instance and will not socialise with other students. However, this can be for significantly longer periods of time if required to meet the needs of the student.

There are regular escorted toilet breaks and students will be provided with lunch. Students will move to Step 6 when they hit the isolation trigger points, Praise Point trigger points or for serious incidents.

If a student fails RFI through poor conduct they will be sent excluded. They will then repeat RFI the following day when they return.

Sanctions for students that are persistently placed in RFI (recidivists)

When a student has been placed in RFI on 3 occasions they are considered to be a recidivist and a Pastoral Support Plan will be agreed with the Cathedral Leader, parent/carer and the student. This is to prevent any further time being spent out of learning.

Step 6 – Behaviour Contract:

When a student has accumulated a specific number of behaviour points and they have spent the final period in isolation they will be placed on a behaviour contract. Breaking the contract will result in the student being placed in isolation, either RFI or RFR. Heads of Cathedral and Achievement Directors and SLT will work closely with students who are on a behaviour contract. Once the contract has been broken on a fourth occasion, the student will be excluded from school for fixed term period.

Host schools

We work very closely with other Academies across the city and we use their isolation / seclusion rooms where appropriate to support our students.

- If a student is sent to RFI 4 times in an academic year, they serve 2 days at another school's isolation unit and this will be followed by 3 days in RFI on their return.
- In the instance of a 5th day in RFI in a year, isolation will be served in another school for 1 week.
- A 6th day in RFI in a year will mean 5 days at another school will be followed by 5 days in RFI on return.
- A 7th day in RFI in a year will mean 5 days fixed term exclusion, then 5 days at another school and will be followed by 5 days in RFI on return.
- An 8th day in RFI in a year will mean 5 days fixed term exclusion, and 7 days at another school which will then be followed by 5 days in RFI on return.
- A 9th day in RFI in a year will mean 5 days fixed term exclusion, then 9 days at another school which will then be followed by 5 days in RFI.
- A 10th day in RFI will mean the student will be referred for permanent exclusion or a managed move to another school.

Students always spend a minimum of 5 periods in RFI and parents / carers are made aware that this has happened. Where necessary there will be a meeting within school.

Managed Moves

Some students find it difficult to conform to our expectations and some of these students benefit from a fresh start at another school. The placement of students at other schools is done through the process of a Managed Move. Students remain on roll at Bishop Young Academy but attend another school for a six-week trial period. This can be terminated at any time by the receiving school, and extended up to twelve weeks. Where this placement is successful, the hosting school can choose to take the student onto their roll on a permanent basis.

Step 7 – Fixed term and Permanent exclusion

Students who persistently break their behaviour contract or who commit particularly serious misdemeanour can expect to find themselves at Step 7.

Depending upon a student's exclusion history and the nature of the offence, the exclusion pattern could be:

- 1 day, 3 days, 5 days, 10 and 15 days of exclusion
- Students and parents will attend a Governors' Disciplinary Panel within 15 days.

Bishop Young Academy is a fully inclusive school and we will always work with our students and their families to avoid a permanent exclusion. However, there are extremely serious incidents which warrant this.

9. Fixed Term Exclusions

If a student is involved in extreme poor behaviour, the student will be excluded from lessons. Each exclusion must be judged on the specific context of the particular event. When a student is excluded he / she will be expected to work at home with work provided by the school.

The following list includes some examples, although not exhaustive, of unacceptable behaviour warranting exclusion from the Academy.

- Carrying or using an offensive weapon
- Any assault against a member of staff
- A deliberate assault on another student
- Sexual assault
- Persistent racial abuse
- Persistent abuse/bullying including physical abuse
- Verbal threatening and intimidation of staff
- Bullying committed via social networking media / electronic means
- Deliberately setting of the fire alarm
- A pupil who is suspected of being under the influence of an illegal substance / drugs during the school day
- Possession of illegal drugs or related paraphernalia by an individual on school premises
- Persistent and entrenched refusal to comply with expectations.

Every student that returns from exclusion will need to be reintegrated back into the Academy very carefully. A meeting with parents / carers will always take place to agree the reintegration plan and the level of support that the student will require to avoid future exclusions. If appropriate, the pastoral team will also discuss and support the family with wider issues and circumstances that may be affecting the child's behaviour and include these in the reintegration plan.

10. Permanent Exclusion

We will always try to avoid permanent exclusions and they will only take place when a wide range of other strategies have been exhausted without the desired success. This will be as a result of persistent disruptive and defiant behaviour, where despite the school's efforts, a student insists on breaching the school's Behaviour for Learning Policy.

In exceptional circumstances it may be appropriate to permanently exclude a student for a first or single serious incident. This could include:

- Serious actual or threatened violence against a student or member of staff including on line threats)
- Unprovoked assault on a student / member of staff
- Sexual abuse or assault
- Carrying an offensive weapon (any article made or adapted for causing injury)
- Supplying and / or use of an illegal drug on school premises
- Serious one off incidents including Hate incidents / crime or on-line bullying

The Academy is responsible for the education of a student whilst a permanent exclusion is being considered. Work will be set and marked until the expiry of the appeal period (up to seven weeks after the date of exclusion).

11. General issues in relation to behaviour

Students leaving classrooms: Students should not be out of lessons unless they have a medical pass or a member of staff has signed their Planner to give them permission to leave (they must carry their planner).

Use of toilets: Students should use the toilets before school and at break times. It is not normal procedure to use the toilets in lesson time. In cases of emergency, students will need to have a signed planner with them.

Inappropriate uniform, jewellery or make-up: A watch and a cross and chain can be worn under clothing. Other items of jewellery will be confiscated. Discreet make-up is allowed for Key Stage 4 students. Students may be withdrawn from lessons if their uniform is inappropriate.

Break and Lunch times: Students are expected to stay on site. They must remain on the ground floor unless they have an Library Pass. They can use the canteen and must socialise in the supervised areas (quad at break, quad and field at lunch). Drinks and food purchased in the academy should be consumed in the main diner and students should only use their own account to purchase food. Students need to remain seated with coats off in the main diner.

Prohibited items: The following items are not allowed in school: weapons of any description or an item intended to be used as a weapon, alcohol, stolen items, illegal substances, cigarettes, lighters, matches, fireworks, pornographic material, materials linked to extremism or hate crime, aerosols, nail polish, chewing gum, Tippex or electronic games. Scooters can be locked to the bike shed.

Any other items may be prohibited at the discretion of staff if they pose a risk to the health and safety of staff and students, or if they disturb the smooth running of the academy.

All prohibited items will be confiscated and sent to the Pastoral office for storage. Items that are illegal will be disposed of or given to the Safer Schools Police Officer. Other items will be available for collection by an adult at an agreed time during normal school hours.

Searching students: If members of staff have a reasonable suspicion that a prohibited item is being concealed by a student, it should be referred to a member of the Senior Leadership team. Members of the SLT and Pastoral team will undertake a search and will contact Parents / Carers or the Police for assistance if necessary. If it is deemed appropriate, a search can be undertaken without consent for prohibited and illegal items. Searches can also be undertaken without consent for any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage property.

Right to Restrain: The Pastoral team and Senior Leadership team use positive strategies to encourage acceptable behaviour and good conduct around the Academy. Every effort is made to resolve conflicts positively, without harm to students, staff, property, buildings or the environment. However, as staff working in a school have a 'Duty of Care' to the children, they may face a situation where physical intervention is the only option left in order to ensure safety. Staff that have a Duty of Care have lawful justification for taking reasonable steps to prevent injury or damage and in exceptional circumstances physical restraint may be used by an adult within the academy.

Behaviour outside of school: The academy has a statutory power to discipline students who misbehave outside of the school grounds. The Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances 'to such an extent that is reasonable'. This could include any misbehaviour that occurs when a student is taking part in any school organised or school related activity, travelling to and from school, wearing the school uniform or in some other way identifiable as a student of the school. It could also include any misbehaviour that could have repercussions for the orderly running of the academy, poses a threat to another member of the school community or member of the public, or could adversely affect the reputation of the academy.

Detentions and Restorative Conversations

Detention System

Monday Detention

Canterbury & Durham Cathedral

3.00pm - 4.30pm

Tuesday Detention

Ely & Gloucester Cathedral

3.00pm - 4.30pm

Wednesday Detention

Ripon & Winchester Cathedral

3.00pm - 4.30pm



FAILURE TO ATTEND

Thursday

Achievement Director Detention

3.00pm - 4.30pm



FAILURE TO ATTEND

Friday

Senior Leadership Detention

3.00pm - 4.30pm



Classroom Expectations

Classroom Expectations

- Arrive on time for the lesson
 - Take out your planner, reading book, homework folder and equipment for the lesson
- Follow instructions from staff, first time, every time
- Listen carefully when the teacher or another person is talking
- Respect others, do not swear or shout
- Complete work to the best of your ability
- Use all equipment appropriately and safely
 - No eating, chewing or drinking
- Pack away quietly when asked and wait for permission to leave

Step 1: 1st Verbal warning

Step 2: 2nd Verbal warning. Hand planner to teacher.

Step 3: Written comment in planner and ClassCharts (Two Step 3 comments in the same subject within a half term is a subject teacher detention). Failure to attend a subject teacher detention is a 30 minute department detention.

Step 4: Moved room (1 hour detention)

Step 5: Isolation RFR / RFI (90 minute detention)



Praise Point Scale

Bishop Young Rewards



1000 Principal Award

750 SLT Award
(& SLT phone call home)

600 Diamond

450 Platinum
(& HOH phone call home)

350 Gold

200 Silver
(& Form Tutor phone call home)

100 Bronze

