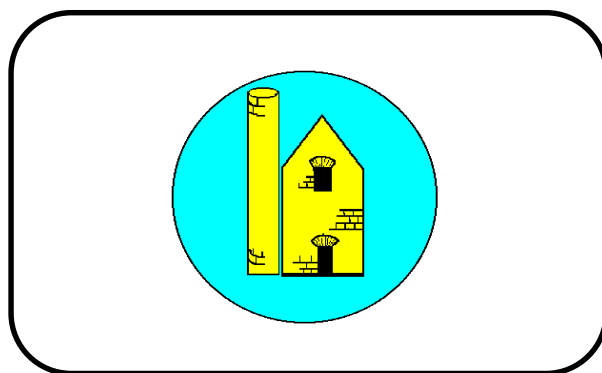


Biscovey Academy



Behaviour for Learning Policy

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Statement of intent

At Biscovey Academy, our aim is that all pupils are given the opportunity to develop to their full potential within a caring environment that offers equal opportunities to all.

All children are encouraged to conduct themselves with regard for all other pupils, members of staff and any other adults and visitors who may be in the school.

In order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Biscovey Academy is committed to:

- Acknowledging that children are individuals. That they are entitled to an education that will meet their needs and help them fulfil their potential. We provide a broad and balanced curriculum, in a happy secure environment.
- Teaching, through the school curriculum, values and attitudes as well as knowledge and skills so that children can make full use of further opportunities successfully.
- Ensuring that all children acquire a love of learning; have a positive attitude towards responsible behaviour, promoting self-esteem, encouraging self-discipline and enabling them to develop a respect for themselves and other members of society. This is so that children leave us as confident, articulate and self-disciplined individuals
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Promoting desired behaviour.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- Encouraging a shared approach to developing a whole school behaviour policy, supported and followed by all the school community, parents, carers, teachers, children and Local Advisors based on a sense of community and shared values.

Signed by:

_____ Head of School Date: _____

_____ Chair of the LAAG for
Curriculum, Well-
Being and
Safeguarding Date: _____

1. Key roles and responsibilities

- 1.1. The Hub Council has overall responsibility for the implementation of this policy and the procedures of Biscovey Academy.
- 1.2. The Hub Council has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Hub Council has responsibility for handling complaints regarding this policy, as outlined in the School's Complaints Policy.
- 1.4. The Head of School will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to a member of staff.

2. Training of staff

- 2.1. At Biscovey Academy, we recognise that early intervention can prevent negative behaviours for learning. As such, staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 2.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 2.3. Teachers and support staff will receive regular and ongoing training as part of their continuing professional development (CPD).

3. Expectations of Staff

3.1. All staff are committed to encouraging outstanding behaviour for learning in our school. They do so by:

- Making clear their expectations of good behaviour.
- Discouraging unsociable behaviour by promoting mutual respect.
- Encouraging children to take responsibility for their own actions and behaviour.
- Role-Modelling and setting example standards of behaviour.
- Praising good behaviour both privately and publicly.

3.2. Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance. Bearing this in mind staff aim to:

- 3.2.1. Know their pupils as individuals. This means knowing their names, their personalities and interests and who their friends are;
- 3.2.2. Plan and organise both the classroom and the lesson to encourage successful teaching and learning and minimise the opportunities for disruption;
- 3.2.3. Be flexible in order to take advantage of unexpected events;
- 3.2.4. Continually observe or 'scan' the behaviour of the class;
- 3.2.5. Be aware of, and control their own behaviour, including stance and tone of voice;
- 3.2.6. Model the standards of courtesy that they expect from pupils;
- 3.2.7. Emphasise the positive, including praise for good behaviour as well as good work.
- 3.2.8. Make the rules for classroom behaviour clear to pupils from the first lesson and explain why they are necessary.
- 3.2.9. Make sparing and consistent use of reprimands and sanctions. This means being firm, targeting the right pupil, assessing the behaviour and not the person, being fair and consistent;
- 3.2.10. Analyse their own classroom management performance and learn from it.

4. Expectations of Pupils

4.1. Pupils and parents/carers will be expected to follow our School Rules which require pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner showing care and respect for each other.
- Arrive at school and to lessons on time and fully prepared.
- Not leave the classroom or school grounds without permission.
- Follow reasonable instructions given by staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect of and tolerance for the opinions and beliefs of others.
- Complete classwork and homework as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

4.2. Biscovey Academy will ensure that pupils follow our School Rules by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
- Giving them the opportunity to raise concerns and discuss relevant issues through Student Council meetings

5. Rewarding good behaviour

5.1. Biscovey Academy recognises that pupils should be rewarded for showing good behaviours for learning.

5.2. Biscovey Academy uses the following rewards for children who display good behaviours for learning and to motivate children to see that all they do is valued:

- Verbal praise and encouragement to child
- Verbal praise and encouragement to parents of child
- Written praise and encouragement, e.g. comments on work
- Displaying examples of good work and conduct in the classroom and around the school (e.g. "Our Personal Best" boards and "Biscovey's Got Talent" boards)

- Sending examples of good work and conduct to other staff members and members of the S.L.T.
- Special Responsibilities in class and around the school (e.g. Year 6 Prefect duties)
- Housepoints
- Stickers
- Certificates
- Prizes
- Achievement Awards presented in a weekly Achievers' Assembly and notified to parents through weekly school newsletters
- Whole-School opportunities to earn extra playtime
- End of term whole-class rewards
- End of term whole-school rewards

6. Registering Unacceptable behaviour

- 6.1. Although rewards are fundamental in the encouragement of good behaviour, there are times when sanctions are needed to register unacceptable behaviour. Unacceptable behaviour will not be tolerated at Biscovey Academy.
- 6.2. For the purpose of this policy, the school defines "low level unacceptable behaviour" as: behaviour which may disrupt the education of the perpetrator and/or other pupils, which may include, but is not limited to:
 - Lateness
 - Shouting in class
 - Talking when others are speaking
 - Swinging on chairs
 - Fidgeting
 - Running around the classroom or school building
 - Inappropriate body language with others, such as not keeping hands to oneself
 - Throwing items either in the classroom or on the playground
 - Failure to complete classwork or homework
 - Rudeness and not using manners
 - Telling lies
 - Not following classroom rules
 - Disruption on public transport
- 6.3. For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, which may include, but is not limited to:
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status

- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (As defined within the DFE publication: “Preventing and Tackling Bullying” July 2017). Further details can be found in the School’s Anti-Bullying Policy.
- Cyberbullying – the use of electronic communication to bully a person, including via text messages, social media or gaming, which can include the use of images and video.
- Possession of illegal or banned items
- Leaving the classroom or school grounds without permission
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing
- Fighting or aggressive behaviours
- Damaging school property including graffiti

6.4. Following an allegation of serious unacceptable behaviour an investigation by a member of the Senior Leadership Team will take place. If, following an investigation, the allegation is found to be true, the Senior Leader will issue the appropriate sanctions.

6.5. If we are informed or suspect that any discrimination of the nature referred to at bullet point 1 above has occurred, we will investigate and, if found to be proven, this will be reported to the L.A. Equality and Diversity Team.

7. Sanctions for Unacceptable Behaviour

- 7.1. Breaking any of the rules laid out in our School or Class Rules, either in the form of low level or serious unacceptable behaviour, will lead to sanctions and disciplinary action.
- 7.2. At Biscovey Academy, staff have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil. We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil’s behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 7.3. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- 7.4. Sanctions will be given as immediately as possible and will be consistent throughout the school. As part of the sanctions, the child will be given the

opportunity to reflect on what they have done and an opportunity to put things right:

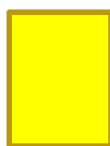
7.5. Each classroom displays the following:



Big Star



Little Star



Yellow Card



Red Card



Black Card

- 7.6. All children begin the week on the Big Star. Any child whose name remains on the Big Star at the end of the week will receive a certificate to take home confirming they have shown positive behaviours for learning all week (an example is shown in Appendix 2)
- 7.7. At the end of each school day, any child who has moved their name off the Big Star (i.e. for reasons associated with Stages 2-4 below) is moved to the Little Star for the remainder of the week. Any child who moves their name off the Big Star at any point in the week does not receive a certificate.
- 7.8. The following procedure will be followed in all cases of unacceptable behaviour; however a member of staff may use their discretion to move through the stages more quickly/move directly to a stage, in cases of serious unacceptable behaviour.

Stage 1 – Verbal Warning

- In the first instance, the staff member will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.

Stage 2 – Yellow Card

- If the pupil does not stop immediately, the staff member will give a second warning. This involves the child moving their name onto the yellow card.

Stage 3 – Red Card

- If the pupil continues to show inappropriate behaviours for learning, the staff member will give a third warning. This involves the child moving their name onto the red card.
- A child who moves their name to the red card will attend Red Card Reflection Time during the lunch break and complete a Red Card Reflection Record (Appendix 1). A child who attends Red Card Reflection time will be given a reasonable time to eat, drink and use the toilet over the lunch break.

- A copy of the Red Card Reflection Record will be sent home to the child's parent/carer that afternoon so they are able to discuss their child's behaviours with them and help ensure they are not repeated. The parent must acknowledge receipt of the Record by returning a signed copy.
- The Head of School will keep a record of children who attend Red Card Reflection Time.
- If a child attends Red Card Reflection Time more than **once** in a week period, the child will be spoken to by the Head of School, a member of the Senior Leadership Team or the Pupil Wellbeing and Behaviour for Learning Leader. The reasons for their behaviours will be discussed and strategies suggested for how they can improve their behaviour.
- If a child attends Red Card Reflection Time more than **twice** in a week, a meeting will be arranged between the Class Teacher and the child's parents to discuss the reasons for the child's behaviours and strategies suggested for how they can improve their behaviour.
- If more than one parental meeting is required in a half termly period, the Head of School or a member of the Senior Leadership Team, including the Pupil Wellbeing and Behaviour for Learning Leader may be required to attend and further action may be taken.

Stage 4 – Black Card

- If the pupil's behaviours for learning still do not improve, the staff member will give a final warning. This involves the child moving their name onto the black card and being given the opportunity to "cool off" in another classroom in the school.
- Each class has a partner classroom to which children who require this "cooling off" time can be sent. Rather than being seen as punitive, this is a positive step in supporting the child by removing them from the environment in which they are struggling to control their behaviours for learning. During "cooling off" time, the child is expected to continue the classwork set for them by their teacher.
- If a pupil moves their peg to the black card and is sent to another classroom, the Class Teacher will contact the pupil's parent/carer to advise them of this, and may invite them in to school to discuss their child's behaviour.

Stage 5 – Senior Leader Intervention

- In extreme cases where “cooling off” time is not appropriate or effective, a member of the Senior Leadership Team, including the Pupil Well-being and Behaviour for Learning Leader, may be called to intervene.
- If intervention by a member of the Senior Leadership Team/ Pupil Well-being and Behaviour for Learning Leader is necessary, the Class Teacher will contact the pupil’s parent/carer to advise them of this, and may invite them in to school to discuss their child’s behaviour. In some cases, this may involve contacting a child’s parents immediately and asking them to attend school as a matter of urgency.

8. Behaviour at Breaktimes and Lunchtime

- 8.1. Our school rules apply at all times of the school day, including breaktime and lunchtime. However, there are additional rules in place at breaktimes and lunchtimes so that all our pupils can be safe and happy. These include, but are not limited to:
- Lining up quietly when asked
 - Standing in line safely, no pushing or overtaking
 - Speaking quietly in the Hall at lunchtime
 - Walking quietly down corridors
 - Ensuring children indoors have passes for clubs/activities/ toilets, etc
- 8.2. If a pupil misbehaves on the playground during breaktime or lunchtime, the same process in administering sanctions outlined above will be followed. Should a child receive a third warning during playtime or the lunch break, requiring them to move their card to red, the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors. They will complete a Red Card Reflection Record.
- 8.3. Any pupils who are sent indoors will be supervised by an adult at all times.

9. Behaviour outside school in the wider community

- 9.1. At Biscovey Academy, pupils are encouraged to be Responsible Citizens and agree to represent the school in a positive manner.
- 9.2. The guidance laid out in the School Rules applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

- 9.3. Complaints from members of the public about bad behaviour by pupils at the School, are taken very seriously and will be dealt with as appropriate by the Head of School. This includes limited powers to sanction pupils within school, for behaviours which occur outside school.
- 9.4. In all cases this will be a reasonable, proportionate and fair response that may vary according to the age of and special circumstances affecting the pupil.

10. Inclusive strategies to support behaviours for learning

- 10.1. It is important that within our school community both adults and children value their own, as well as others, individuality to ensure our continuing efforts to be fully inclusive.
- 10.2. We understand that some children may need additional support with their behaviours for learning and readily work with them, their parents/carers and outside agencies to support these pupils.
- 10.3. Where necessary, our Pupil Well-Being and Behaviour for Learning Leader will provide specific advice on how best to provide this additional support which may take the form of:

10.3.1. Home/School Books

A Home/School book is a simple, yet effective, daily means of communication between the school, child and their parent. It gives the school the opportunity to provide a brief commentary on the quality of the behaviours for learning shown by the child each day, both positive and negative. It also gives parents an opportunity to acknowledge and respond to those behaviours, e.g. by further reward or sanction, as well as make their own comments on the quality of behaviours observed outside school in the family home.

10.3.2. Individual Behaviour Support Plans (I.B.S.P.)

I.B.S.P.s are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child, their Class Teacher and the Pupil Well-Being and Behaviour for Learning Leader. There is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher and the Pupil Well-Being and Behaviour for Learning Leader will also then arrange a time to discuss the I.B.S.P. with parents, so that both home and school are working in partnership.

10.3.3. S.E.M.H. Behaviour Support Plans

Children with serious or repeated behaviour difficulties may need to have a specialised S.E.M.H. Behaviour Support Plan in accordance within the Special Needs Code of Practice. To support this, we may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to C.A.M.H.S. (Child and adolescent Mental Health Service). This may be done, for example, through our school nurse or through the Early Help Hub.

10.3.4. Supported Intervention through our Wellbeing Centre

The Pupil Well-being and Behaviour for Learning Leader may make recommendations for additional support, accessible through our Wellbeing Centre. This may include, but is not restricted to:

- Classroom observation of pupils and advice on strategies
- Developing a structured support programme
- Supporting drafting I.B.S.P. or S.E.M.H. Behaviour Support Plans
- Making referrals to the SENDCo
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for Teaching Assistants on managing behaviour
- Delivering training on Behaviour Management
- Accessing and Updating TEAM-TEACH training
- Supporting an Early Help Assessment

11. Use of Reasonable Force and Restrictive Physical Intervention (R.P.I.)

11.1. Staff members have the power to use reasonable force/Restrictive Physical Intervention (R.P.I.) to prevent pupils from:

- 11.1.1. Acting in a way which compromises the good order and discipline in the classroom
- 11.1.2. Committing an offence
- 11.1.3. Damaging property

11.1.4. Injuring themselves or others

- 11.2. Reasonable Force/Restrictive Physical Intervention may only be used if it is reasonable, proportionate and necessary to do so. The advice within "Use of Reasonable Force – advice for school leaders, staff and governing bodies" will be followed in each case.
- 11.3. Any incident involving Reasonable Force/R.P.I. as a result of a crisis will be reported as soon as possible after the incident and will include a full and accurate description of the complete incident and RPI carried out, including why the action was necessary and in the best interests of the young person or others.
- 11.4. A number of school staff are Team Teach trained and will use Team Teach approved techniques to support R.P.I. wherever possible and practicable to do so.

12. Exclusions (General)

- 12.1. Only the Head of School has the power to exclude a child from the academy.
- 12.2. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Head of School may also exclude a pupil permanently. Before taking such a step, the Head of School will have taken advice from, as appropriate: Hub Councillors, Aspire Board, the Education Welfare Service, Educational Psychological Service and any other relevant professionals.
- 12.3. If the Head of School excludes a child, he will inform the parents immediately in writing, giving reasons for the exclusion. At the same time, the Head of School will make it clear to the parents that they can appeal against the decision to the Hub Council. The academy informs the parents how to make any such appeal.
- 12.4. The Head of School will inform the Local Authority (L.A.) and the Hub Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Hub Council itself cannot either exclude a child or extend the exclusion period made by the Head of School.
- 12.5. A child may be excluded from school by the Head of School for a number of reasons, and for anything from a half-day to permanently. Biscovey Academy will adhere to the guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012 which relates to:
- The Education Act 2002, as amended by the Education Act 2011;
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
 - Section 89 of The Education and Inspections Act 2006;

- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

13. Fixed Term Exclusions

- 13.1. If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child may be excluded for a fixed term.
- 13.2. A fixed term period can be for half a day, up to five days. The length of the fixed term exclusion will be dependent upon the reasons for the exclusion.
- 13.3. Reasons for fixed term exclusion may include persistent low level unacceptable behaviours as defined above, or one or more incidents of serious unacceptable behaviours as defined above. It is likely that a combination of the above will contribute to exclusion.
- 13.4. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions and discuss the terms upon which the fixed term exclusion must be followed. This will be provided in writing.
- 13.5. Parents will be invited to attend a re-integration meeting at school before the end of the period of fixed term exclusion to discuss the terms under which the child will be re-integrated back into school and any steps required to facilitate this return (e.g. phased return, reduced timetable, modification to Individual Behaviour Plan, etc)

14. Permanent Exclusions

- 14.1. Permanent exclusion will only be used as a last resort after all other options and sources of advice and support have been exhausted, in response to
 - a serious unacceptable breach, or persistent low-level breaches, of the school's behaviour policy; and,
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- 14.2. Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school.
- 14.3. Before deciding to exclude, Biscovey Academy will ensure that:
 - a thorough investigation has been carried out
 - the child being considered for exclusion has been encouraged to give their version of events

- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions taken and interviews with the child are kept.
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

15. Items banned from school premises

15.1. The following items are “prohibited items” banned from the School Premises:

- Fire lighting equipment
- Fireworks
- Alcohol, drugs and smoking equipment
- Weapons and other dangerous implements or substances
- Stolen items

Other items including:

- Toys and games
- Chewing gum
- Aerosols including deodorants and hair spray
- Mobile phones (subject to the School policy relating to secure storage of mobile phones during the school day) and other electronic devices.

16. Searching

- 16.1. Staff members may search pupils, with their consent, for any banned item, including their pockets, backpacks and classroom trays.
- 16.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Head of School to search for certain prohibited items without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 16.3. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 16.4. Following a search, the Head of School will contact the parents/carers to advise them of the procedures which were undertaken.

17. Confiscation

- 17.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 17.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- 17.3. Parents/carers will be informed of any confiscated item and may be required to collect the item from the school office.

18. Monitoring and review

- 18.1. This policy will be reviewed by the Head of School and the LAAG for Curriculum, Well-being and Safeguarding on an annual basis. Any necessary changes will be made and communicated to all members of staff.
- 18.2. This policy will be made available for inspection and review by the chief inspector, upon request.

Red Card Reflection Record



Name	Year	Class	Date

Today you have moved your name to the Red Card. This is because you have chosen not to follow the School/Class rules for positive behaviours for learning.

The Head of School and your parent/carer will receive a copy of this Red Card Reflection Record so they have an opportunity to discuss your behaviours for learning with you and help you develop more positive behaviours, as well as ensuring that negative behaviours are not repeated.

You are now going to work with an adult to answer the questions below which will help you reflect on your behaviours for learning:

Why did I have to move my name to the Red Card today?

What can I do to avoid repeating those negative behaviours? Who can help me achieve this?

What positive behaviours have I demonstrated today which will help me to stay on the Big Star in the future?

Signed (Pupil)

Signed (Adult)

For parents only:

I confirm that I have discussed with my child the reasons they were issued with a Red Card today, how they can avoid repeating those negative behaviours and how they can demonstrate positive behaviours to ensure they stay on the Big Star.

Signed: _____

Dated: _____

Great News!

Your child has shown positive
behaviours for learning all
week and is a ...



Well Done!