

# BEHAVIOUR POLICY

July 2015

Review date: July 2018

Review led by I Chamberlain

# Bloxwich Academy

## BEHAVIOUR POLICY

Bloxwich Academy aims to provide the highest quality education, maintaining a disciplined, caring environment in which teachers can teach and pupils can learn. Our Behaviour Policy rests on a set of shared values:

- The right of all members of the school and wider community to be treated with dignity and respect
- The right of all members of the school and wider community to work in a clean, well-resourced and well-cared for physical environment
- The right of all members of the school and wider community to be safe and secure at all times from any threat to their personal well-being

The central principle of our Behaviour Policy is that we should all treat each other as we ourselves would wish to be treated. We encourage respect for everyone as an individual, making sure our words and actions do not cause inconvenience or offence to anyone. Bloxwich Academy's Home School Agreement encompasses our shared values and is signed by parents, pupils and school (Appendix A).

In order to safeguard their own rights and the rights of others, it is necessary for all members of the school community to accept a number of responsibilities.

### **Code of Behaviour/Conduct**

The school's Behaviour Policy sets out to clarify the responsibilities which are shared by everyone involved in the community of Bloxwich Academy. The policy relates specifically to the following areas of school life and pupil behaviour in the wider community:

- Respect for others, through good manners, acceptance of differences, and the ability to work cooperatively with and alongside other pupils and staff and in the local community
- Respect for property, the school and the wider community, through care for the environment, personal possessions and school equipment
- Honesty and fairness in relationships with pupils and staff, and contributions to the community

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- Good attendance and punctuality
- Pride in appearance and personal hygiene
- Good personal organisation
- Effort and commitment towards academic achievement, and constructive participation in all aspects of school life
- Effort and commitment towards the development of positive social and working relationships with staff and pupils in school, and in the community

In summary, the school Behaviour Policy aims to:

- Promote self-discipline and proper regard for authority; encourage good behaviour and respect for others
- Help pupils develop confidence in their skills and abilities; foster in pupils the organisational skills they will need in order to apply their abilities effectively
- Encourage pupils to work hard, and show effort and persistence with work which is difficult
- Develop pupils' social and interpersonal skills, and enable them to get along well with their peers and with adults
- In order to safeguard each pupil's happiness and well-being, and ensure the highest standards of personal achievement for all

Any allegation that a pupil may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Leadership. If through investigation it is found that a pupil has made a malicious allegation about his/her teacher the following action will be taken:

- a. A fixed term exclusion for the pupil will be imposed.
- b. The pupil may be removed from the teacher's lessons to work with another member of staff. This decision will be made with the member of staff concerned.
- c. Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the pupil on their own.
- d. If the pupil makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

Bloxwich Academy will not tolerate any dangerous items brought onto school site. If it is deemed that items threaten the safety or well-being of any member of the school or wider community these items will be confiscated and the police may be involved.

In line with Bloxwich Academy's Behaviour Policy, pupils may be disciplined for:

- a. any misbehaviour when a child is:
  - i. taking part in any school organised or school related activity;
  - ii travelling to and from school;
  - iii wearing school uniform;
  - iv in some other way identifiable as a pupil at the school.
  
- b. Misbehaviour at any time, whether or not the conditions above apply that :
  - i. could have repercussions for the orderly running of the school;
  - ii poses a threat to another pupil or member of the public;
  - iii could adversely affect the reputation of the school.

#### **Power to search without consent:**

Legislation allows Bloxwich Academy staff to search pupils without consent if it is believed that a pupil has brought into school any prohibited item(s). Prohibited items could include such things as weapons, knives, alcohol, illegal drugs, stolen items, cigarettes or Shish pens. The list is not exhaustive.

The police will be informed if pupils bring into school prohibited items that are considered a threat to the safety and well-being of any member of our school community.

Any found item(s) will be handed over to the police and the Permanent Exclusion of the pupil will be considered.

Our ability to discipline pupils and maintain an orderly and safe environment in school can on occasion rely on the confiscation of items from pupils. Any item that is confiscated (see above for Prohibited Items) is placed in a 'Quarantined Property Envelope' and placed in the school safe. Parents are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the pupils to either take the item home at the end of the school day, or for parents to collect the item(s) from school reception.

Pupils are not permitted to bring mobile phones or other digital devices, to include but not limited to ipads, mp3 players, phablets, mini speakers. Any such items will be confiscated and parents may be asked to come into school to collect.

Any pupils who are believed to be selling items on site will have the items confiscated and possibly destroyed.

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## The Decision To Exclude

Only the Headteacher or, in his absence, a senior member of staff acting with his authority, can exclude a pupil from school.

A decision will not be made until a thorough investigation has been undertaken, with signed and dated written statements wherever possible and/or necessary.

No unofficial exclusions are made, even for “cooling off” periods. (See Section 14 of Exclusions from maintained schools, academies and pupil referral units in England [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)).

Individual, short, fixed period exclusions are given for breaches of the school behaviour policy where these are not serious enough to warrant permanent exclusion, but lesser sanctions such as; detentions or internal isolations are not considered appropriate. If a pupil is repeating the same behaviour and receiving repeated exclusions, the Headteacher will consider implementing alternative strategies. The behaviour of pupils outside school can be considered as ground for exclusion at the discretion of the Headteacher to prevent a permanent exclusion. (See Section 4 of Exclusions from maintained schools, academies and pupil referral units in England [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)).

Once a decision has been made to exclude a pupil the Headteacher is responsible for:

- Deciding the nature of the exclusion either fixed period or permanent
- The length of any fixed period exclusion
- Informing the parents/carers, in writing, of the period of the exclusion, reasons for the exclusion and any arrangements to hold a meeting regarding the exclusion
- Informing, in writing, the relevant Children’s Services Department, where appropriate, of the exclusion, the period of the exclusion, reasons for exclusion, any arrangements to hold a meeting regarding the exclusion
- Making arrangements to ensure the pupil can continue their education at home including the setting and marking of work

If the exclusion is more than 5 days, suitable full-time education provision will be organised from the sixth day. (See Section 45 of Exclusions from maintained schools, academies and pupil referral units in England [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)). If a Looked after child warrants exclusion for an incident in or out of school, then suitable alternative provision from the first day will be organised wherever possible.

A return from exclusion meeting will be arranged for pupil and parents/carers to attend at the end of the exclusion period. This is normally with a member of the Leadership Team and/or Head of House. When appropriate, the SENDCO may also be present. School may decide to keep the pupil out of lessons in isolation until a meeting has taken place with parent(s) where appropriate.

Fixed period exclusions can aggregate up to 45 days in any one school year (See Section 1 of Exclusions from maintained schools, academies and pupil referral units in England [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)).

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## Avoiding Exclusion

Our Behaviour Policy is intended to promote good behaviour. An effective policy, procedures and training will minimise the number of pupils at risk of either fixed period or permanent exclusion.

Possible measures that could be used for those at risk, as deemed appropriate;

- Engaging with parents/carers as much as possible
- Being on report to Head of House or member of Leadership Team with specific targets
- A change of teaching group and/or tutor group
- Success Centre Pastoral Programme
- Placement in our Satellite Centre
- After school detentions for up to 2 hours.
- Pastoral Support Plan written in a meeting where all avenues of support available are discussed in order to prevent a permanent exclusion
- A Managed Move to another school, with consent of all parties involved
- Consideration by the SENDCO with colleagues, of possible intervention within the school with the assessment of special educational needs or the possible placement in a specialist school provision.
- Referral to a specific support service, where available.

## Permanent Exclusion

A decision to exclude a pupil permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils in the school. This may be where a pupil persistently breaches the school's behaviour policy and where the academy has exhausted all strategies to engage the pupil in order to prevent a permanent exclusion. A decision to move towards a permanent exclusion may also be sanctioned for a first or one off offense such as:-

- Where a pupil has committed actual or threatened violence against another pupil or member of staff
- Sexual misconduct
- Supplying or possessing an illegal drug
- Carrying an offensive weapon

The decision to exclude either permanently or for a fixed period should be based upon:-

- A consideration of all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies
- A review of the pupil's version of events
- Checking whether the incident may have been provoked, for example by racial or sexual harassment
- A consideration of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- A consultation with any other relevant parties

The Headteacher will inform the Governors and the LA within one day of any permanent exclusion, any fixed period exclusion which would mean more than 5 days exclusion in a term and any exclusion where a public examination would be missed. The Discipline Committee of the Governing Body must review any permanent exclusion, or any fixed period exclusion that would result in a pupil being excluded for more than 15 days in a term, or missing a public examination.

# Respect for self and others

Examples of Good Practice	Positive Indicators	Rewards / Outcomes	Personal Development	Sanctions	Support
<ul style="list-style-type: none"> <li>• Self respect</li> <li>• Respect for peers</li> <li>• Respect for adults</li> <li>• Respect for the community</li> <li>• Respect for British values</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who actively participate in school life and extra curricular activity</li> <li>• Pupils who share their own ideas</li> <li>• Pupils who ask questions and give answers</li> <li>• Smart appearance. Taking care of their appearance.</li> <li>• Being organised - equipment</li> <li>• Active participant in the House system</li> <li>• Responsibility for themselves and their work/equipment</li> <li>• Supporting others</li> <li>• Maintaining planner to a high standard</li> <li>• Confidence to work independently</li> <li>• Respecting the view of others</li> </ul>	<ul style="list-style-type: none"> <li>• Commendations and merits for good role models</li> <li>• Celebrate the role models</li> <li>• Celebration assemblies</li> <li>• Culture days</li> <li>• Badges / trophies /House rewards</li> <li>• School colours</li> <li>• Pictures in press</li> <li>• Praise postcards</li> <li>• Commendation / Merit certificates</li> <li>• Articles in school Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Make good progress in school</li> <li>• Prepare for the future</li> <li>• Positive life skills</li> <li>• Role models for life</li> <li>• Interactions in the community will be positive</li> <li>• Pupil voice</li> <li>• Working in teams</li> <li>• Life skills</li> </ul>	<ul style="list-style-type: none"> <li>• Letters home</li> <li>• Non participant in events and trips</li> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Contact parents</li> <li>• Appointment with parents</li> <li>• Loss of privilege</li> <li>• Exclusion / Isolation</li> <li>• Report Cards</li> <li>• Target Cards</li> <li>• Detentions</li> </ul>	<ul style="list-style-type: none"> <li>• Form Tutor / House involvement</li> <li>• PSHE</li> <li>• Involvement of parents</li> <li>• Prefects</li> <li>• Targets</li> <li>• Praise</li> <li>• School Council</li> <li>• Success Centre</li> <li>• Anti-bullying comitee</li> </ul>

# Personal Organisation

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Examples of Good Practice	Positive Indicators	Rewards / Outcomes	Personal Development	Sanctions	Support
<ul style="list-style-type: none"> <li>Planners up to date</li> <li>Arriving with full equipment to school</li> <li>Pupils in correct uniform, including school bag / PE Kit</li> <li>Know timetable</li> <li>Keep to School expectations</li> <li>Up-to-date homework, classwork and coursework</li> <li>High standards of presentation</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 95% attendance</li> <li>100% punctuality to lessons and school</li> <li>Neat and appropriate uniform, including bag and PE Kit</li> <li>Enthusiastic and motivated approach</li> <li>Achieving and making progress in learning and achieving Baseline grades/levels</li> <li>Role of Form Tutor</li> <li>House system</li> </ul>	<ul style="list-style-type: none"> <li>Praise from staff</li> <li>Recognition through rewards, House system</li> <li>Celebration in assemblies</li> <li>Contact/praise to/from parents</li> <li>School reference</li> <li>Attendance at school events</li> <li>Praise Postcards</li> </ul>	<ul style="list-style-type: none"> <li>Increased self esteem</li> <li>Increased self confidence</li> <li>Effective communicators</li> <li>Ability to apply skills in range of situations</li> <li>Ability to work alone (developing independence) and with others</li> </ul>	<ul style="list-style-type: none"> <li>Verbal</li> <li>Non-verbal</li> <li>Hierarchical sanctions</li> <li>Contact parents</li> <li>Appointment with parents</li> <li>Loss of privilege</li> <li>Exclusion / Isolation</li> <li>Report Cards</li> <li>Target Cards</li> <li>Detentions</li> </ul>	<ul style="list-style-type: none"> <li>Target setting via Tutors and Heads of House</li> <li>Equipment/planner/book checks</li> <li>Target setting via class teachers / Learning Support</li> <li>Target setting via parents</li> <li>Tutor time</li> <li>Peer support/pressure</li> <li>Regular uniform checks</li> <li>Progression through PSHE programme</li> <li>External agencies</li> <li>Alternative curriculum, e.g. work related learning and disapplication</li> <li>Providing planners for pupils</li> <li>School shop</li> <li>Success Centre Programme</li> <li>Prefect mentor</li> </ul>
<p>Increase self esteem and self confidence</p>					

# Self Discipline

Examples of Good Practice	Positive Indicators	Rewards / Outcomes	Personal Development	Sanctions	Support
<ul style="list-style-type: none"> <li>Knowing boundaries</li> <li>Following rules and sanctions</li> <li>Resist peer pressure</li> <li>Self control</li> <li>Politeness</li> <li>Pupils as role model</li> </ul>	<ul style="list-style-type: none"> <li>Attendance minimum 95%/ punctuality</li> <li>Uniform</li> <li>Pride in appearance</li> <li>Well maintained planner</li> <li>Good presentation of work</li> <li>Willingness to participate</li> <li>Rewards</li> <li>Parents involved</li> <li>Completion of homework</li> <li>Involved in extracurricular clubs</li> <li>Raised profile out of school</li> <li>More mature relationships with peers</li> </ul>	<ul style="list-style-type: none"> <li>Positive verbal praise</li> <li>Praise postcards</li> <li>Certificates / House Points / prizes / awards</li> <li>Given responsibility</li> <li>Praise board</li> <li>Better grades</li> <li>Reward trips</li> <li>Positive profiles</li> <li>Recognition from parents</li> <li>Feedback through planners</li> <li>Merits / Commendations/ stickers</li> <li>Less conflict - 'positive' atmospheres</li> <li>Better learning environment</li> <li>Awards Assembly - high profile celebration of achievement</li> <li>Newsletter / newspaper items</li> <li>Attendance at special events</li> </ul>	<ul style="list-style-type: none"> <li>Good career prospects</li> <li>Become good citizens</li> <li>Well developed social skills</li> <li>Confidence and competence</li> <li>Trustworthiness</li> <li>Respect self and others</li> <li>Increased self esteem</li> <li>Identify House ties</li> </ul>	<ul style="list-style-type: none"> <li>Parental involvement</li> <li>Tutor involvement</li> <li>Targets set</li> <li>Detentions</li> <li>Letters home</li> <li>Internal exclusions</li> <li>Loss of privileges</li> <li>External exclusions</li> <li>Mentoring</li> <li>Up Close and Personal</li> <li>Report cards</li> <li>Referral to satellite centre</li> </ul>	<ul style="list-style-type: none"> <li>Form Tutor</li> <li>Parents</li> <li>Agencies</li> <li>External agencies</li> <li>Buddies / Prefect mentors</li> <li>Alternative curriculum</li> <li>Staff Mentoring</li> <li>Form Captains</li> <li>Extra curricular</li> <li>More responsibility</li> <li>Praise</li> <li>Learning Support / funding e.g. EHCPs</li> <li>Equipment checks</li> <li>Homework Club</li> <li>Incentives</li> <li>Reward system</li> <li>Pastoral Support Plans</li> <li>IBP (individual Behaviour Plan)</li> <li>PSHE programme</li> </ul>

# Pride in Appearance

Examples of Good Practice	Positive Indicators	Rewards / Outcomes	Personal Development	Sanctions	Support
<ul style="list-style-type: none"> <li>• Smart, full uniform</li> <li>• No extremes in hair styles</li> <li>• Clean, hygienic</li> <li>• Absence of jewellery</li> <li>• Uniform worn appropriately</li> <li>• Discreet make-up (KS4)</li> <li>• No make-up (KS3)</li> <li>• No false eyelashes or nails</li> <li>• No body piercing or tattoos</li> <li>• Wear smart black shoes (not trainers)</li> </ul>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Belong to school</li> <li>• Equality</li> <li>• Improve profile of school</li> <li>• Reputation of school</li> <li>• Visibility in community and future employers</li> <li>• Staff code of dress</li> <li>• Role models</li> </ul>	<ul style="list-style-type: none"> <li>• Better prospects</li> <li>• Personal pride</li> <li>• Privileges - mentor jobs</li> <li>• Praise</li> <li>• Prefect applications</li> <li>• Role model</li> <li>• Reference</li> <li>• Commendation - when representing school</li> <li>• Praise postcards</li> <li>• Involvement with TV / Media</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for adult life</li> <li>• Self esteem</li> <li>• Team play</li> <li>• Example to younger members of school - role model</li> <li>• Extended experience - further opportunities</li> <li>• Sense of belonging with House / School</li> <li>• Increase in sense of identity - House coloured ties</li> </ul>	<ul style="list-style-type: none"> <li>• Sticker in planner for uniform infringement</li> <li>• Sent home in extreme circumstances</li> <li>• Withdrawal from lessons</li> <li>• Contact</li> <li>• Remove make-up / nail polish</li> <li>• Uniform checks</li> <li>• Consistency</li> <li>• Confiscation of unnecessary items</li> <li>• Isolation</li> </ul>	<ul style="list-style-type: none"> <li>• Financial support</li> <li>• Washing kit</li> <li>• Head of House to have cotton wool and cleanser for make-up / nail polish remover</li> </ul>
<p>The Headteacher has the final decision in matters relating to appearance.</p>					

# PUPIL REFERRAL SHEET

ALL INFORMATION MUST GO TO HEADS OF HOUSE

(Please tick) FOR INFO

FOR ACTION   
BY FORM TUTOR

FOR ACTION   
BY DIRECTOR OF LEARNING /  
HEAD OF DEPARTMENT

FOR ACTION   
BY HEAD OF HOUSE

PLEASE NOTE ALL PUPIL REFERRALS WILL BE PLACED ON PUPIL FILE

Pupil \_\_\_\_\_

Date \_\_\_\_\_

Lesson/Non-lesson \_\_\_\_\_

Staff \_\_\_\_\_

Form Group \_\_\_\_\_

Time of Incident \_\_\_\_\_

Comment of Incident / Action taken:

Name:

Date:

Time:

Form Tutor action taken:

Name:

Date:

Time:

Director of Learning / Department action taken:

Name:

Date:

Time:

Head of House action taken:

Name:

Date:

Time:

Leadership action taken:

Name:

Date:

Time:

# Home-School Agreement

## School

We aim to provide a happy and safe environment in which all the children and staff are encouraged to develop to their full potential. To aid this we will:

- Provide a broad, balanced and well taught curriculum to meet the needs of your child.
- Encourage your child to be polite, kind and considerate to others at all times.
- Set, mark and monitor appropriate homework based on our Homework Policy.
- Keep you informed about your child's progress and any concerns that affect your child's work or behaviour.
- Provide a report on your child at least once a year.
- Be welcoming to parents and offer you opportunities to become involved in school life.
- Let you know about school activities through regular communications.
- Use Rewards and Sanctions in order to maintain a caring and supportive environment and to commend high standards and achievements.

Signed \_\_\_\_\_

*(Headteacher)*

## Parents

As a part of the partnership with the school I/we will:

- Ensure that my child wears correct uniform and brings the required equipment for school.
- Ensure that my child attends school regularly and on time.
- Let the school know the reasons for any absence.
- Not take holidays during term time.
- See that my child completes any homework, on time, that is set and sign the pupil planner every week.
- Inform the school about any concerns or problems that might affect my child's work or behaviour.
- Attend Progress and any other meetings to discuss my child's progress and welfare.
- Encourage my child to follow the school's Reward Scheme. Ensure my child follows Bloxwich Academy's Code of Behaviour found in the Behaviour Policy and pupil planner.
- Support Bloxwich Academy policies.

Signed \_\_\_\_\_ *(Parent/Guardian)*

## Child

I agree to help my parents and the school. I will:

- Attend regularly
- Wear uniform correctly, bring equipment and a school bag.
- Follow the school's Reward Scheme and Code of Behaviour/Conduct.
- Complete homework that is set for me and hand it in on time.
- Be sensitive to others in and around school.
- Complete work to the best of my ability.

Signed \_\_\_\_\_ *(Pupil)*

# Behaviour Referral Flowchart

Inform the Form Tutor and enlist his/her support

