

BEHAVIOUR MANAGEMENT POLICY

BRANSTON
COMMUNITY ACADEMY

Reviewed: Autumn 2019

Next Review date: Autumn 2023

Principles

The Governing body believe that:

- this behaviour policy is a statement of good practice that allows all students to learn and teachers to teach
- high standards of behaviour lie at the heart of a successful school
- all children and staff have the right to be protected and feel safe at all times in school
- there should be mutual respect between all members of our school community and everyone should be safe from the effects of unacceptable behaviour
- this behaviour policy promotes the core values of the school: ambition, kindness, tolerance, respect and independence

The responsibility for the implementation of this policy and provision rests with the Principal.

Our students come to the Academy to:

- Be safe, achieve and enjoy being here, following a curriculum that addresses individual needs
- Make progress towards their social, moral and spiritual potential
- Develop a commitment to learning which will stay with them throughout life
- Be equipped to take their place in the worlds of work and education
- Learn the importance of respecting others, themselves and the environment.

The governing body are committed to:

- Their duty of care to pupils and employees;
- Promoting excellent teaching and learning and high standards of attainment;
- A policy and actions from it that are fair, consistent and proportionate
- Fulfilling the Academy's responsibilities including utilising powers now embodied in legislation in regard to searching for offensive weapons, restraint, confiscation, detention and exclusion. This includes the power to apply sanctions for actions off the Academy site and outside the school day.

The purposes of sanctions employed by the Academy are

- To demonstrate that misbehaviour is not acceptable
- To express the disapproval of the Academy community
- To deter other pupils from similar behaviour.

The governors recognise

- That punitive sanctions alone may not provide a long term solution;
- That balance is important. Should a conflict of choice arise it is the needs of the wider Academy community that can take priority over the needs of the individual.

Governors will ensure that a complaints procedure is in place.

SLT will review this policy statement and its procedures.

1. Introduction

1.1 The Academy values every individual. We all support the right of everyone to learn, work and live in a safe community. Staff, students, parents and governors work together to achieve high standards of conduct and achievement. Progress towards effective behaviour management relies on good relationships, shared responsibility and mutual respect.

1.2 Behaviour of students at the Academy is excellent.

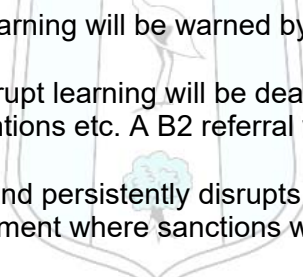
Underpinning this are first class relationships between students and staff, a high quality pastoral care system, an appropriate curriculum and the support of the vast majority of our parents in fostering shared values of respect, tolerance and good manners.

1.3 As in all large communities there will be occasional examples of inappropriate conduct and we respond consistently and in a systemised, proportionate manner. This is summarised below:

2. Positive Achievement Culture

The Academy is absolutely committed to the principle of encouraging and developing a positive achievement culture. We have been very successful at doing so and it is a fundamental component of the Academy ethos rather than some pleasant supplement to our core objectives.

3. Disruptive Students – Procedure

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- 3.1
- i) A student who is disrupting learning will be warned by the classroom teacher in the first instance.
 - ii) Students who persistently disrupt learning will be dealt with by the classroom teacher initially, e.g, counselling detentions etc. A B2 referral will then be made to the head of department.
 - iii) Any student who repeatedly and persistently disrupts the learning of other students will be referred to the head of department where sanctions will be applied by the head of department (B3).

Heads of Department will then inform parents of the above via letter following every B3 and above misdemeanour.

- 3.2
- i) Form tutors are able to pass on information about their tutees to the heads of school should students be unresponsive to the usual discussions or encouragements.
 - ii) Students whose behaviour around site is not deemed as acceptable will be reported to the appropriate head of school where sanctions in the form of detentions or restorative justice may be issued.

Pastoral leaders will then inform parents of the above via letter after meeting with the student.

- 3.3
- In serious situations pastoral team leaders have the power to enforce an Academy internal exclusion (Internal isolation). In this instance students will work quietly in a staffed room for a period of time determined by the pastoral leader. An example of this sanction in operation is; any student who directly refuses to follow the direct instructions of a member of staff will be referred to the head of school and placed in internal isolation.

3.4 The effective operation of this Referral System is dependent on Student and Teacher awareness of its operation. We strive towards consistency of practice through the Academy meetings structure, CPD, assemblies, parental information and tutorial work.

3.5 The "difficult to manage" student

- a) It may be necessary to provide additional support for such students, setting clear guidelines and expectations, reinforcing good behaviour and having clear and consistent sanctions if the student does not respond.
- b) If the above fails then a referral system is used, involving tutor and Pastoral Team Leader initially and the Assistant Principal/Vice-Principal finally. A "case conference" or parental meeting may be then

convened involving staff reports, the students, the parents, the tutor, Pastoral Team Leader and Assistant Principal/Vice-Principal.

- c) Depending on the Academy's assessment of the individual student It may then be decided to involve outside agencies and various strategies, depending upon the nature of the case, would be discussed and implemented.
- d) If all else fails then the Academy will consider off-site provision, visits to support centres, or temporary or permanent exclusion.

The Academy referral system is co-ordinated by the SENDCO and Pastoral Team Leaders through the relevant SLT link.

4. Bullying (see Annex 1 for full policy)

Branston's "number one rule" is that we should all be kind to one another and if that is not possible then there should be nothing said or done that is unkind. "kindness or nothing". Bullying (defined as a pattern of behaviour designed to deliberately hurt another individual) is clearly in direct contravention to Branston's number one rule.

There is simply no excuse for being deliberately unkind to another person and it will not be tolerated here.

5. Violent and Intimidatory behaviour

Members of our community must not act in an overtly aggressive manner to any other member of our community, either verbally or physically. Any such conduct will be treated as a 'serious case' (see later exclusions).

6. Positive Handling

6.1 Positive handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

6.2 It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

6.3 It is not possible to define every circumstance in which positive handling would be necessary or appropriate and staff exercise their own judgement in situations which arise.

6.4 There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (eg is a student is about to put themselves into direct contact with workshop equipment).

6.5 Positive handling generally will be a 'last resort' when other strategies have been employed:

- staff instruction, persuasion
- other techniques designed to defuse the situation, eg avoidance of confrontation, use of humour

6.6 Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control.

6.7 Staff are only authorised to use reasonable force in applying positive handling, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

6.8 There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a student's path between the student and another student or object. However, in some circumstances, direct physical contact may be necessary.

6.9 When positive handling becomes necessary:

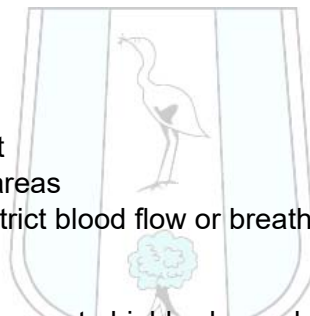
- Tell the student what you are doing and why
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need repetition)

Use simple and clear language

- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper
- Involve other students in the restraint
- Touch or hold the student in sexual areas
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil



6.10 Positive handling often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing staff member and student once the situation has stabilised.

6.11 Any victims of the incident should be offered support, and their parents informed.

6.12 All incidents should be recorded immediately. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

6.13 If we become aware that a student is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises:

- Strategies discussed and employed that often have a positive impact on a particular student
- Involvement of parents to ensure that they are clear about the specific actions the school might need to take
- Identification of additional support that can be summoned if appropriate

7. Searching Students

7.1 Should a circumstance occur where the Academy suspects a student of having a knife or other weapon; we may exercise our legal power to search the student, with or without their consent. At Branston, a member of the senior management team of the appropriate gender would conduct such a search. Such a search would only be conducted if it was considered safe to do so. Otherwise, the police would be contacted immediately. The Academy is determined that the Academy remains a safe place, so possession of a weapon will lead to exclusion and that could be a permanent exclusion.

7.2 Students might reasonably be asked to turn out their pockets or to hand over an item such as a personal music-player or mobile device that is causing disruption, and the Academy might use its legal power to discipline if they unreasonably refuse to cooperate.

8. Confiscation

Personal property must not be visible in school during lesson times or in any of the school buildings e.g. Smart Watches, mobile phones and devices etc. Mobile phones must remain turned off at all times during lessons and must not be visible. These items can be confiscated by any member of staff if they are seen in or around the Academy during lesson times. They should be accurately labelled and immediately forwarded to the General Office to be locked away. For repeated occurrences, these items will only be returned when collected by the parents or parents agree with pastoral staff that an item can be collected by the student. All members of staff are authorised to confiscate items being used or worn inappropriately. It is hoped that members of staff will take into account the circumstances of each individual case and return as is appropriate. The Governors at the school will not be responsible for any items of personal property brought into school and left insecurely.

9. Code of Conduct/Expectations that Protect Rights in the Wider Community

9.1 The Academy has a right to regulate students' behaviour when off the school site in appropriate circumstances. Such circumstances might include: trips and visits; work experience; the journey to and from Academy; conduct in the immediate vicinity of the Academy and when wearing the school uniform in a public place.

9.2 At all times students should:

- Be courteous and well mannered;
- Respect everyone's space, property and opinions;
- Show respect to everyone, including themselves;
- Use appropriate language;
- Avoid travelling to and from school, or hanging around, in large groups, as it may make members of the local community feel uncomfortable;
- Be aware that when in the community they have a responsibility to themselves and to the school at all times.

In short, be good ambassadors for the school.

10. Students with Special Educational Needs & Disabilities

Many students with special needs and/ or a disability will experience no difficulty with conforming to the behaviour expected within the Academy community; a few, however, will. As required by law, the Academy will take a young person's disability and individual needs into account when considering what, if any, sanction is appropriate in a given circumstance. Staff are expected to make reasonable, appropriate adjustments in the application of behaviour policy to such students. The Academy will endeavour to take reasonable steps to support the good behaviour of students with disabilities and special needs. For example, by developing strategies to prevent or manage the student's behaviour and/or requesting external help with a student. However sanctions will be applied to students with a disability where material and substantial reasons exist for doing so, such the need to maintain order and discipline in the school or to ensure the health and safety of others.

11. Children Looked After and other Vulnerable Children

11.1 The Academy works hard to identify vulnerable students and is alert to the potentially disproportionate impact of the school's disciplinary framework on some vulnerable pupils. The Academy understands the very real difficulties presented when behaviour management issues arise with a young person in care.

11.2 We will work to the limits of our resources to prevent the exclusion of young people in care and who are otherwise vulnerable. The Academy will work with appropriate partnership agencies to secure the welfare of such students. However, there may be times when material and substantial reasons exist for exclusion.

12. Parents

12.1 The Academy seeks to involve parents in a close partnership in the enforcement of our Behaviour Management Policy, so that all our pupils can learn. Parents are:

- Relied upon to co-operate with the Academy in ensuring that their children attend school regularly and punctually, have the correct dress and bring with them the correct equipment;
- Asked to ensure that homework is completed and then to check and sign the student's planner;
- Informed of any significant sanction imposed on their son/daughter and the reason for it. When a student is on report, parents are asked to assist the Academy in monitoring the student's behaviour on a daily basis;
- Invited into Academy to discuss their child's progress and behaviour whenever it is felt such a discussion would be advantageous. Depending on the circumstances, that meeting may be with the Tutor, Head of Department, Head of School, Assistant Head of School, Assistant Principal, Vice Principal or Principal;
- Encouraged to seek a meeting with the staff of the Academy if they have concerns;
- Relied upon to work with the Academy in ensuring that their son/daughter understands the importance of mutual respect and responsibility in Academy to enable all students to learn in an atmosphere free from disruption;

12.2 We are committed to working positively with parents and believe that is how we maximise the potential of young people. In very rare circumstances, where we believe welfare of a young person is in jeopardy, the Academy reserves the right to apply for a parenting order.

13. Governing Body

The Board of Governors plays a key part in the structure and implementation of the Behaviour Management Policy. The Governors:

- Will monitor its implementation;
- Have responsibility for the implementation of the DfE (Department for Education) and policy in matters concerning Fixed Term and Permanent exclusions;
- Have the right to discuss with parents any serious behavioural/discipline problems of their child.

14. Exclusions – Serious Cases

14.1 The Assistant Principals and Vice Principals work with the Heads of School on strategic pastoral issues. They can act on behalf of the Principal and apply fixed term exclusions for serious offences that justify such a response. They report to the Principal on students causing great concern.

14.2 Examples of behaviour so serious that it may result in a fixed term exclusion:

1. Violent behaviour
2. Refusal to follow the reasonable instructions of staff
3. Pattern of unpleasant/unkind/unacceptable behaviours (bullying), including online activities
4. Pattern of low level disruption interfering with good order and an appropriate learning climate
5. Misuse/abuse of academy site and resources including computer network, vandalism
6. Involvement with banned items, drugs, alcohol, tobacco, offensive weapons, etc.

14.3 This is not an exhaustive list. In extreme cases these behaviours could also lead to a permanent exclusion from the academy.

14.4 The Principal will take the decision when it is necessary to permanently exclude a pupil. The Principal will deal with complaints regarding behaviour management issues which have not been resolved through discussion with the Heads of School and then Assistant/Vice Principals.

14.5 The decision to exclude a student will be taken only if one or more of the following apply:

- In response to serious breaches of the Academy's discipline policy;
- Where a range of other strategies have been tried and have failed;
- If allowing the student to remain in the Academy would seriously harm the education or welfare of the student or other students.

In all cases, the incident has occurred within the current academic year or within the last calendared 6 months.

14.6 Before reaching a decision to exclude the school will:

- Consider all of the relevant facts and firm evidence to support the allegations made;
- Take in account the Academy's policy on equal opportunities;
- Allow the student to give their version of events;
- Consider the level of support the student has been given if they have identified learning or behavioural difficulties;
- **In accordance with national guidelines, the final decision to exclude or apply another sanction will be based on the balance of probabilities.**

15. Providing work

15.1 Staff will be informed of all exclusions via the notice board in the staff room.

15.2 For up to five day exclusions the logistics are such that On-line work, through remote access to the Academy intranet or the SAM Learning platform, is available and will be used if the student has Internet access at home. If there is no internet access we will strive to supply generic work as the student leaves the Academy at the outset of the exclusion

16. Reintegration Meetings

16.1 A reintegration meeting will be held, **at the discretion of the Academy**, on the day of the students return to Academy

16.2 The HOS and/or Assistant Principal/Vice Principal will attend this meeting. The SENDCO may also be involved in the meeting if the student is on the register of need

17. Governors' Student Exclusion committee (SEC)

17.1 This will be established should a parent wish to appeal against the Principal's decision to exclude.. The committee will conduct the appeal in accordance with the 'Guidance on Exclusions for Schools' document produced by the Department for Education.

17.2 Should a parent wish to appeal against a decision made by the SEC to uphold a permanent exclusion they can appeal to an Independent Appeals Committee. At the moment these are administered by the Local Authority.

18. Involving the Police

The Academy reserves the right to inform and involve the police if it believes a disciplinary infringement may constitute an illegal act. Young people need to be aware that their acts have consequences and that the law of the land applies in the Academy, just as it does in the wider community. Parents will always be informed if the police are to be contacted.

19 **Training**

The Principal and the Governing Body will ensure that appropriate high quality training in behaviour management is provided to support the implementation of behaviour policy. This will take place on an annual basis and more frequently for less experienced staff.

19. Complaints and Appeals

If a parent is unhappy with the way a behaviour management or disciplinary situation has been dealt with they may address their concerns to the Head of School, Assistant Principal, Vice Principal or the Principal. Parents whose concerns are unresolved have recourse to the Academy's formal complaints procedure



BRANSTON
COMMUNITY ACADEMY

ANNEX 1

Branston Community Academy Anti-Bullying Policy

The Governors and Staff believe that all students are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all adults in the school to ensure that this takes place. All students have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Principles and Aims

- To promote, within the Academy, its expectations of good behaviour. To make it clear that these expectations are grounded in the fact that people do and should care about each other. To negotiate and agree these expectations wherever possible and communicate them clearly. To evolve a system that recognises and rewards good behaviour.
- To be aware of the quantity and particular nature of bullying that takes place in the school;
- To be aware of areas of the school that pose a threat to pupils and to take appropriate action to reduce those threats;
- To effect all changes to the Academy environment which may be necessary to negate bullying;
- To create and foster a caring community where no pupil need fear intimidation by promoting an “open listening” ethos and encouraging pupils to support one another by reporting all instances of bullying;
- To further the social, moral, spiritual and cultural development of the individual and the community.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. A useful acronym is STOP – Several Times On Purpose. Bullying is an act of aggression causing embarrassment, pain or discomfort. It can take a number of forms:

- Name calling;
- Directing offensive gestures at others;
- Deliberately ignoring and excluding others;
- Pressurizing others to behave in a particular way;
- Damaging, stealing or extorting possessions;
- Physical assault.

Although we are relatively fortunate in the nature of our intake where students do defy our positive achievement culture, a clear structured and consistently applied behaviour management policy operates effectively.

Bullying is not the same as poor behaviour as dealt with by the School Behaviour Management Policy. It is important to make the distinction between bullying and falling out with friends. Falling out is part of everyday life, bullying is not.

The care and welfare of all students is a paramount, however, we are mindful of a number of subgroups within the Academy who may need additional support in accessing school. Anti-bullying support for students with additional special needs takes the form of intervention support from key workers, followed by senior pastoral team/SLT intervention as appropriate.

E-Bullying – see E-Safety policy

Responsibilities of students

- Talk to an adult you can trust, this may not necessarily be a teacher;
- Write down what has happened and how you feel – be 100% truthful;
- Do something. To do nothing encourages the bullies;
- Do not try to deal with the problem on your own;
- Do not use violence against the bullies;
- Do not exaggerate – this only casts doubt on your version of events.

- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy

Responsibilities of teachers and other adults

- Watch for early signs of distress in pupils – deterioration of work, reduced attendance, sudden illnesses, isolation, the need to stay close to adults. These concerns should be passed on to the relevant Head of Year or Tutor;
- The Tutor or senior pastoral staff should listen and record all incidents;
- Respond to the victim, offer help and put the school's procedures into action;
- Make it clear to the bully that this kind of behaviour is not acceptable;
- Use all pupils as a positive resource in the stopping of bullying. Peer groups will often be willing to help and support victims once recognised by a teacher. They can also help newcomers to feel welcome and accepted.
- Foster in our students' self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our students
- Deal with observed instances of bullying promptly and report promptly and fully on the action which has been taken
- Refer serious or ongoing cases of bullying to relevant member of the Senior Pastoral Team

Responsibilities of parents

If a parent thinks that their child is being bullied then they should contact the Academy immediately. They should contact either the Tutor or Head of School initially. Parents should also encourage their child to talk to an adult they trust about bullying incidents that have taken place.

- Advise their child not to retaliate violently to any form of bullying
- Keep a written record of any reported incidents of bullying
- Co-operate with the school if their child is accused of bullying to try and ascertain the truth. Point out the implications of bullying for all concerned.

Courses of action against bullying

- All cases of reported bullying should be taken seriously;
- Students are informed that they should approach any adult in the Academy they trust.
- Serious issues of bullying should be referred to the Head of School, or senior staff;
- When consulted about a bullying incident, the member of staff handling the matter will interview separately the victim, the alleged bully and any witnesses in order to establish an accurate account of events. Written reports should be made and kept.
- All factors will be considered including the nature of the incident and any previous involvement in similar acts.
- It is essential that both the victim and the perpetrator(s) are seen later to see if the issue has been resolved. If there is a continuation of the problem, then the dialogue needs to be started again and further action taken;
- The Academy is committed to attempting to create empathy amongst possible bullies by asking them to reflect on the consequences and effects of their actions to discourage bullying tendencies.
- At whole Academy level, the prevention of anti-social behaviour lies at the heart of the pastoral system. The best protection is our first class positive achievement system where we aim to create a climate where anyone who is bullied will report it in the certainty of a sympathetic hearing.
- The Academy refuses to accept bullying and if all else has failed sanctions will be applied within the parameters of the Academy behaviour management and discipline system.

Preventative Measures

- The ethos and positive achievement culture established within our community promotes tolerance, respect and civility (see benchmarked student and parent surveys)

- The delivery of anti-bullying messages overtly in the curriculum is clear, well-presented and respected by students
- The maintenance of good order and a safe environment in classrooms and around the site prevents bullying (see survey)
- Very strong, highly skilled pastoral work intervenes effectively to ensure that potentially difficult situations are 'nipped in the bud' when issues are brought to the attention of staff at the school

Professional Development

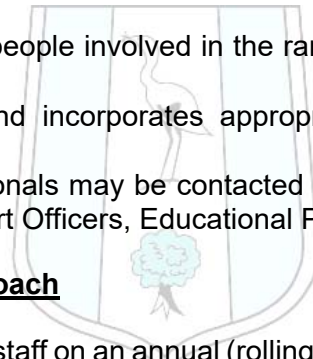
- All new staff receive safeguarding training as part of their induction programme
- We support all staff to establish calm, purposeful learning environments and receive behaviour management training as part of their induction programme.

Supporting Students

- We support the needs of all young people involved in the rare instances of bullying, as either victim or aggressor
- Investigations are thorough, fair and incorporates appropriate conversations with students and parents/carers.
- If necessary other relevant professionals may be contacted with support of parents (e.g. Behaviour Management teams, Student Support Officers, Educational Psychologist)

Monitoring the effectiveness of our approach

We seek the views of students, parents and staff on an annual (rolling) basis on all matters relating to bullying, safety discipline, support, self-esteem/confidence. Interpretation of the views of students, staff and parents are lent credibility by comparing responses to thousands of views to the same questions by students, parents and staff nationally.

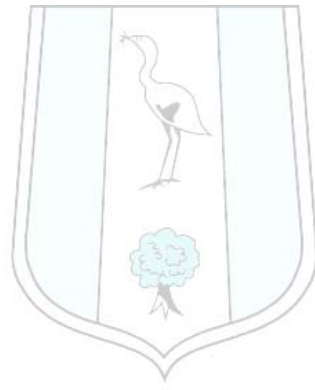


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APPENDIX 1

GLOBAL PANDEMIC (2020)

As a result of the current Covid-19 Pandemic, the Re-opening guidelines for Students and Staff **MUST BE FOLLOWED** at **ALL TIMES**. Any student failing to follow the guidance **will be** sent home and will not return this Academic year.



B **BRANSTON**
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