



## Social Justice through excellence in Education

Our aim is to create a culture that promotes excellent behaviour which ensures that students can learn in a calm, safe and supportive environment and protects them from disruption.

We are passionate about our communities and the world around us and commit to make a positive contribution. Everything we do is based on the values we share. We believe that all students should be aware of the standards of behaviour expected at our Academy which are underpinned by our values. Positive relationships throughout the Academy are built on a set of shared values:

<b>Justice</b>	our academy rules are fair and reasonable.
<b>Humility</b>	we aim to ensure that everyone in our community has a place and a voice that will be heard.
<b>Respect</b>	treat others how you would wish to be treated yourself.
<b>Courage</b>	the quality of having strength in the face of difficulty.
<b>Integrity</b>	the quality of having strong values
<b>Compassion</b>	the quality of having concern for others.
<b>Honesty</b>	the quality of being truthful.
<b>Gratitude</b>	the quality of being thankful and showing appreciation.

We want our student to do this not only because they must, but because they want to, and are mature enough to know how to do the right thing.

Students learn how to respond well to challenges they face in everyday life and the values are those character traits that enable them to respond appropriately to situation.

The diagram below shows the reasons why we believe students behave well



We aim to model these values and encourage our students to embrace them, developing skills and habits which will prepare them for the opportunities and challenges they will face in the future.

We believe that if we want excellent learning, we need excellent behaviour. We want Birches Head Academy to be a calm, safe and supportive community where everyone can fulfil their potential and go on to live choice filled lives. This policy outlines how we achieve this, so everyone is clear on what we expect, and how their choices will be celebrated or sanctioned.

## **Roles and responsibilities**

### **The Local Governing Board**

The Local Governing Board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The Principal**

The Principal is responsible for:

- Reviewing this policy in conjunction with the Local Governing Board
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **Staff**

All staff are responsible for:

- Providing an environment in which pupils will develop through our academy values
- Creating a calm and safe environment for pupils by implementing Consistency Across the Academy
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly

- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and carers**

Parents and carers, where possible, should:

- Support the moral development of their child
- Ensure their child attends the academy, daily in full uniform and is properly equipped and on time for each school day
- Take an active interest in their child's academic progress by supporting the academy's homework programme and by attending review meetings and other relevant activities
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

### **Pupils**

Pupils

- To respect and support the academy values
- To attend in full uniform daily, and arrive promptly and properly equipped for each day
- To be an ambassador for the academy whilst travelling to and from home
- The rewards they can receive when meeting academy expectations
- The pastoral support that is available to them throughout their time at the academy will be made aware of the following expectations during their induction into college:

Pupils will be asked to give feedback on their experience of the behaviour culture through the college council to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who arrive through an In-Year Transfer.

### **Consistency Across the Academy**

We have developed a clear set of expectations at Birches Head Academy which aims to outline the way we do things in our community.

The aim is a simple one - to make sure everyone knows what they need to do and how they need to behave so that teachers can teach and students can learn, in a safe, positive environment.

The graphic which follows describes what should happen around the Academy and in lessons. These principles are also reflected in our Teaching and Learning Policy, and in our Pastoral approach and, when applied consistently, should allow everyone to flourish.

# CONSISTENCY ACROSS THE ACADEMY



## ACADEMY PROTOCOLS

### All staff ensure a calm atmosphere around the building

The Line-Up Leader will blow a first whistle to signify that all students are to join their class line. The Line-Up Leader will then blow a whistle to signify silence; when pupils are silent, in single file and smart, class teachers will be invited to lead their line to their classroom.

Students move between lessons with purpose, correctly following the one-way system and arriving to all lessons promptly.

Mobile phones are not permitted around the Academy. Mobile phones are to be switched off and placed in Academy bags before entering the school site.

### Movement around the Academy

Students move quickly and sensibly without stopping when the bell rings. Keep voices at a quiet volume and always use appropriate language.

At the end of the school day students move promptly to leave the academy building, go to P6, an extra-curricular club or detention.

### Academy etiquette

Students follow Academy expectations at all times.

Students are to attend the Academy every day and be punctual. They are to be fully equipped with a pencil case, planner, reading book and Academy bag.

Students socialise in their year group areas calmly and queue in a polite and orderly manner.

Students will embrace every opportunity to demonstrate the values of the Academy in their words and in their actions.

### Encourage respectful behaviour

Staff and students ensure we have a litter and graffiti free environment.

Students use 'STEPS' in order to ensure they are polite and respectful at all times.

Students follow all instructions the first time from all adults.

Students stand up if a member of SLT enters the room.

## AT THE START OF THE LESSON

### Establish the teacher - student relationship

Teachers use 'one foot in, one foot out' and greet students individually.

Students line up outside the classroom silently.

Students are asked to enter the classroom and uniform is checked.

Nominated students will distribute equipment as directed by the teacher.

### Set the tone for learning

Students stand behind the chair of their allocated seat and take out their equipment and planner.

Students are greeted with "good morning/ afternoon" and are to respond in kind.

Students sit down when invited to by the teacher.

### All students ready to learn

When students are seated the date, title and a DO NOW task are completed; learning has now begun. The exercise book expectations are to be adhered to.

A formal register is taken and saved; students are to respond with "yes Sir/Miss".

### Introduce the lesson

The lesson is planned to start promptly and follows the Learning Programme.

Prior learning contextualises the learning intention.

The teacher explains the learning intention to the students.

## DURING THE LESSON

### Effective teaching as the lesson progresses

Questioning is used throughout the lesson to engage, challenge, and assess.

Learning is modelled effectively by the teacher to support student progress.

Teachers check for understanding and address misconceptions.

Teachers ensure the curriculum is scaffolded according to ability as well as challenging all groups of learners.

An element of independent practice is incorporated into all lessons.

Teachers check that learning is taking place and review progress throughout the lesson.

Teachers explain the homework task when applicable.

When applicable, students record homework (with the due date) in their planner.

### Celebrate Success

Teachers use the strategy 3:1 (praise to reprimand) to celebrate focus and routine at the start of the lesson.

Teachers use student names and make comments which recognise specific areas of praise.

Positive ClassCharts points are awarded to all good/ outstanding learners at the end of each lesson

### Address interruptions to learning

Any student disrupting learning or failing to follow instructions is issued with a warning.

No student is to leave a lesson without an authorised pass.

Use a 3-2-1 countdown to obtain class focus on the teacher.

On Call is called if there is an emergency.

## AS THE LESSON CONCLUDES

### Revisit and Review the learning

Teachers allow time to effectively review learning. They will formatively assess whether the students have met the learning intention for the lesson.

### Ensure readiness to continue learning

Teachers end the lesson to allow adequate time to follow the Academy routines and ensure students are dismissed on time.

Students tidy away and stand behind their chairs in silence.

Teachers check uniform before students exit the room.

Staff dismiss students from the door whilst using 'one foot in, one foot out'.

### End lesson in an orderly manner

Students are dismissed in an orderly manner.

Teachers ensure students leave abiding by the one-way system.

## **Pastoral Care at Birches Head Academy**

We value each one of our students and want as many staff as possible to know them as individuals, so we can support them to thrive and to feel safe, confident and valued. Our students are at the heart of our community and they play a key role in its success, actively contributing ideas and opinions to help shape the work of the Academy.

The Principal has a team in place to plan and deliver pastoral care, which is led by the Vice Principal, supported by

The **Senior Leadership Team** - this team has a strategic responsibility for all the students in the academy, to ensure they receive the support they need to progress academically and socially.

**Heads of Year** - responsible for the progress of each student in their year group, working with their team to identify barriers and put plans in place to meet individual needs.

**Form Tutors** - the first point of contact for students, establishing positive relationships and understanding needs, form tutors champion their students and support them on a day to day basis.

**Learning Coaches** - where students need specific support, these non-teaching members of staff provide strategies to overcome barriers and achieve goals.

**Attendance Officer** - supporting attendance is a priority, and the attendance officer works with families to break down barriers to attending school, alongside the rest of the team.

### **Academic Review**

Every day, each form group meets with their Form Tutor for 30 minutes in the middle of the day, to reflect and review how their day is going. This gives the Form Tutor an opportunity to get to know their students in a pastoral setting and to form those positive relationships described above, and to allow students space to share questions or issues. During this session, Academy priorities can be shared and things like uniform standards will be maintained. Every week, there will be an assembly for every year group to make sure students are aware of all the information they need to be successful, and to celebrate their achievements.

### **Student Leadership Team**

Our Academy Council is made up of students who provide an excellent example to their peers. They participate in decision making across the Academy and they voice opinions on behalf of the student body on key areas of Academy life. Every form group votes for a Student Leadership Team representative; they meet every Learning Programme, set their own agenda and their discussions are fed in to the Senior Leadership of the Academy. Student leaders are then able to present the impact of their work in assemblies, which encourages students to understand their role in the democratic process - having your say can make a difference, and participating in the process is a great privilege.

### **Rewards and Sanctions**

We aim to create a culture where students and staff flourish in safety and dignity. We have developed a rewards system that recognizes students positive behaviours at all times.

Our rewards system celebrates positive attitudes to learning and ensures students have the opportunity to have their effort and achievements recognized in line with our values and LORIC skills. We have a range of ways in which we recognize and celebrate students achievements.

We believe in working closely with parents, as partners in the life journeys of our students. Parents and staff use a secure online system called Class Charts which records the academic progress of each student, as well as all positive and negative behaviour points that are awarded, so parents can see how their children are doing and be informed of any issues or challenges that arise. Staff can use this system to identify where they need to either reward good behaviour or intervene to address poor choices.

### **How do we praise and reward our students?**

- Awards Evening - every year, we invite the whole school community to gather in celebration of the students who have excelled during the year, taking the opportunity to appreciate their achievements, effort and positive contribution.

- Rewards Assemblies - a highlight at the end of each term, certificates and prizes are awarded for punctuality, attendance, FFET awards and achievement in individual subjects, with special Form Tutor and Head of Year awards. Everyone looks forward to these assemblies!
- Principal's Lunch - to recognise students who have achieved Class Charts success each Learning Programme.
- Letters of commendation - from the Principal or Senior Leadership Team
- Honors Recognition system - Badges are awarded to students for their wider contribution to Academy life
- End of Year 11 celebration
- Attendance Awards
- Departmental Praise Postcards or Phone calls
- Head of Year afternoon tea or breakfast
- Priority Fast Pass Lunch

### **Frank Field Education Trust Awards (FFET Awards)**

The FFET awards are our flagship reward and have been created to record and celebrate students' achievements as they journey through the different stages of Academy life. Throughout the five-year journey, pupils will have the opportunity to develop their cultural capital through a series of challenges each Learning Programme, for which they will earn points and be rewarded at either Bronze, Silver or Gold Level. As well as completing the challenges set by the Head of Year, students can earn points for positive points on Class Charts, and for contribution to learning activities in all subjects. This allows the academy to track each student's progress as they *Aspire to be More*. Our aim is that all students achieve a bronze award at each of the three levels, most will achieve their silver, and some will achieve their gold award. We map the challenges on an online interactive platform where students have access to view their progress.

For a Bronze Award - 100 points

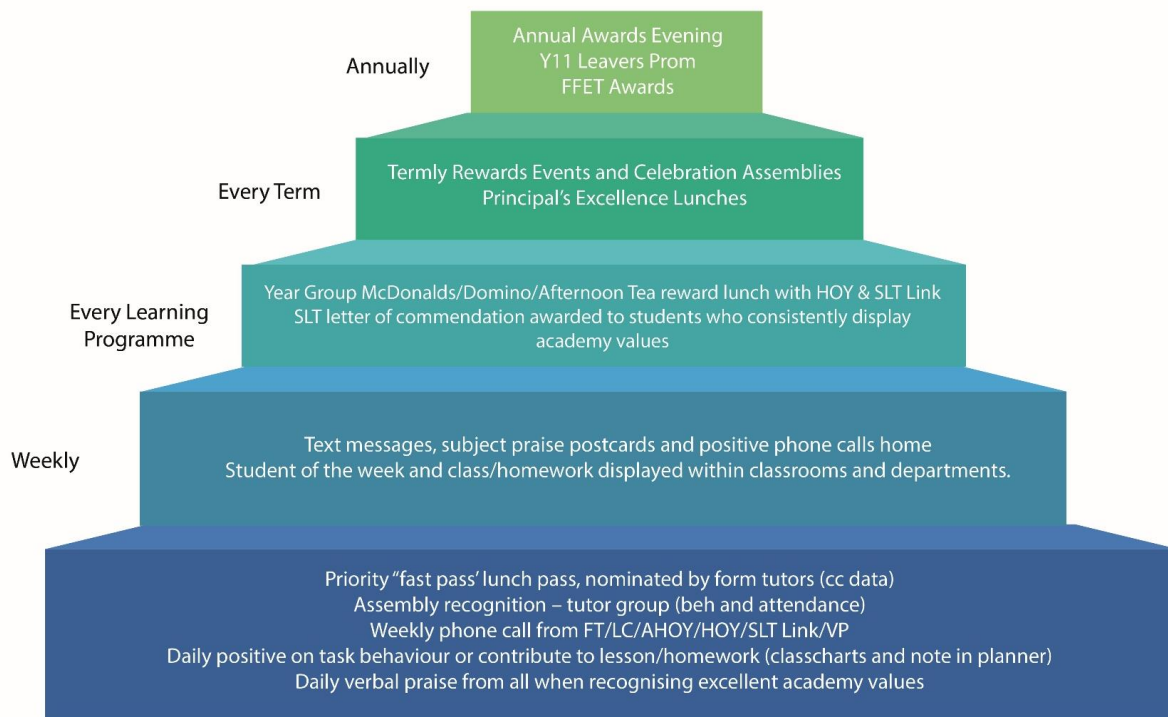
For a Silver Award - 200 points

For a Gold Award - an additional community impact project

Each completed Challenge is worth 5 points.

Every 100 points on Class Charts is worth 10 points.





### Overview of our Sanctions Systems

A sanction may be issued by a member of staff where a student does not act safely, respectfully, or responsibly or does not accept responsibility for their actions. When determining the sanction to be issued, the member of staff will consider the student's circumstances (including their age and any SEND) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident taking those factors into account. Sanctions will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued.

Examples of graduated response could be as follows (although this is not an exhaustive list):

**Level 1:** Low level, challenging behaviour dealt with by classroom/form teacher and any member of staff where the behaviour is outside the classroom using a range of appropriate strategies/sanctions (note in planner, moving seat, loss of 'free time', detention with class/form teacher, BIP, Subject Leader/Head of Year phone call).

**Examples:** Chatty/noisy in the classroom, disrupting others, distracting others, silly behaviour, running/shouting in corridors, poor uniform and appearance, dropping litter, not following the one-way system.

**Level 2:** Moderate level challenging behaviour dealt with by classroom/form teacher and any member of staff where the behaviour is outside the classroom using a range of appropriate strategies/sanctions (detention with Subject Leader/Head of Year, BIP, Subject Leader/Head of Year phone call, Subject Leader/Pastoral detention).

**Examples:** Persistent disruption to learning, health and safety risk, persistent lateness, repeated lack of work, repeated refusal to follow classroom instructions, persistent arguing back.

**Level 3:** High level challenging behaviour dealt with by Senior Leader/Subject Leader/Head of Year using a range of appropriate strategies/sanctions (detention, RRC centre, suspension, permanent exclusion).

**Examples:** Refusal to cooperate with Senior Leader, Subject Leader or Head of Year, aggressive behaviour, smoking, vaping, drugs, alcohol, homophobic/racist remarks, fighting, defiance, extreme haircut, health and safety risk, e-safety risk.

### Additional Provision

This may include the following:



**The RRC-** This provision, within the Academy, offers opportunities for students with more challenging behaviours to be supported to modify behaviours that are preventing them from reaching their potential. This is a bespoke provision, which also ensures that students do not fall behind academically.

**The Learning Support Area** - The Learning Support Area is our main resource where our team of Teaching Assistants work from, alongside teaching staff/SENCO. The Learning Support area is dedicated to meeting the needs of all children. The staff within the Learning Support area support students' learning opportunities, through using this bespoke environment, we aim to develop the holistic needs of all the students who access the Centre. The Learning Support area follows the same curriculum delivery as timetabled lessons

### **Movement around the school building**

Our rules for corridors and inside the school building ensure that a purposeful and calm atmosphere is created for all. Therefore, students must:

- Walk purposefully without running.
- Students must arrive at their next learning within 4 minutes of the 1<sup>st</sup> bell sounding.
- Use private voices without the need to shout.
- Not eat, drink or chewing or drop litter.
- Respect the school's mobile phone procedures.
- Not use ANY musical electronic device or wear headphones inside the building at any time.
- Not disturb lessons due to poor behaviour.
- Not use foul language at any time.

Correct uniform must be worn at all times; no hoodies, scarves, coats, trainers or hats are acceptable inside the building.

### **Unstructured time behaviours**

It is important that there is a process within the academy that also supports with social time misdemeanors. Highlighted below are circumstances where a social time referral can be made reporting on the following behaviours:

- Being out of bounds
- Anti-social behaviour
- Uniform not meeting academy standard
- Use of mobile phone, headphones, MP3 or speakers in prohibited areas
- Damage to school property
- Fighting
- Smoking (cigarettes or vapes)

Poor behaviour within the school building or during social times must be logged on Class Charts. The pastoral team will collate and ensure a suitable sanction is put in place.

### **Discipline outside the Academy Gates:**

Teachers have a statutory power to discipline students for misbehaving outside of the Academy premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In line with DFE Guidance, the Academy may discipline a student for any misbehaviour when the child is:

- 1) taking part in any Academy-organised or Academy-related activity or
- 2) travelling to or from Academy or
- 3) wearing Academy uniform or
- 4) in some other way, identifiable as a student at the Academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- 5) could have repercussions for the orderly running of the Academy or
- 6) poses a threat to another student or member of the public or
- 7) could adversely affect the reputation of the Academy.

It is expected that if a student is issued with a sanction, they complete it. This is about students being responsible for their own behaviour, actions and learning. If a student fails to complete a sanction then further support and/or sanctions will be issued at the discretion of the principal.

### **Confiscation**

Confiscation is used as a disciplinary act. Items that may be confiscated include those that may be deemed to be interfering with learning or that could impact upon the welfare, health and safety of other members of the school community. Possessions in relation to a student can include any item over which they appear to have control.

Staff have the right to seize, retain and/or dispose of such items. Whilst every effort will be made to return such items at a given time, the school does not accept liability for these items. Where appropriate, parents may be requested to collect items from school.

Where students refuse to 'hand over' items to a member of staff, powers of search may be used.

### **Mobile Phones**

Mobile phone use is NOT allowed within school or within the school grounds. Mobile phones should be switched off at the start of the day BEFORE entering the school grounds.

Under no circumstances are mobile phones to be out of bags, coats, pockets, etc. - if they are seen out or heard they will be confiscated. Parents will be contacted to arrange collection. The mobile phone will not be returned to any student without a parent/guardian present.

### **Powers of Search**

If a suspicion remains that a student is in possession of a prohibited item and the student does not surrender the item staff should refer the matter to the duty staff. Examples of prohibited items are: (this list is not exhaustive)

- Weapons/ Knives or other dangerous items
- Alcohol/Energy Drinks
- Cigarettes/E-Cigarettes
- Drugs

The powers of search are given to:

- Principal
- Vice Principals
- Assistant/Associate Principals
- Senior Pastoral Leader
- Heads of Year
- Inclusion Manager

All searches will be conducted in line with current DfE guidance.

If the student refuses to cooperate with the search, the Police and student's parents/carers may be contacted, however this is not a legal requirement.

For further information, please see the Suspension and Permanent Policy.

### **The Use of Reasonable Force to Control or Restrain Students**

Government legislation provides schools with the power to use reasonable force or make other physical contact. The school also has a restraints procedure that should be adhered to. School staff can use force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Prevent a student from attacking another student or member of staff or to stop a fight
- Restrain a student at risk of harming themselves or others through physical outbursts.

- Prevent a student behaving in a way that disrupts a school event, trip or visit.

Staff to which this power applies are:

- Any person whom the Principal has authorised to have control or the charge of students including Support staff such as Head of Years, Pastoral Staff and Senior Leaders.
- People to whom the Principal has given temporary authorisation to have control or the charge of students.

### **Allegations Made By Students About Staff**

Any allegation that a student may make about a member of staff is considered most serious and the investigation into such situations will be conducted by the Principal and/or members of the Senior Leadership Team. In line with Safeguarding procedures the school may refer specific incidents to Stoke On Trent Safeguarding Board and seek advice from the LADO. If, through investigation, it is found that a student has made a malicious allegation about his/her teacher the following actions will be taken:

- A fixed term exclusion for the student will be imposed.
- The student may be removed from the teacher's lesson to work with another member of staff. This decision will be made with the member of staff concerned to support them in the teaching role.
- Staff will be reminded of procedures to keep themselves safe and not to be alone in the company of or have conversations with the named student on their own.
- If the student makes a second malicious allegation against a member of staff the school reserves the right to issue a more severe sanction or managed move to another school depending on individual circumstances.

### **Reasonable Adjustments**

Where appropriate, we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means that some students need additional support to ensure that they meet the high expectations that we have for all of our students. Interventions We will support students to be safe, respectful and responsible in order to move towards the top of the pyramid by offering support, training, advice, and other interventions to help them.

### **Part-time timetables**

The Principal, in limited circumstances, may make use of a part time timetable to support a student where necessary. This will be for a limited time and will be agreed with parents.

### **Discretion**

No behaviour policy can cover all eventualities. The principal reserves the right to use their discretion, in line with this policy, to help BHA students make better choices. If students find it difficult to meet our high expectations of being safe, respectful or responsible, we will support them through appropriate reasonable adjustments and interventions. Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy will consider whether a multi-agency assessment is necessary.

### **Child on Child abuse**

Birches Head Academy will not tolerate Child on Child abuse. Please refer to our Anti-Bullying policy for further information.

