

Birches Head Academy



Behaviour & Safety Policy

Policy Information:

Date prepared	Autumn 2024
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Review Date	Autumn 2025

Approved by Principal:

Paul Masher

Approved by Chair of Governors:

Suzanne Finlay



Frank Field
Education Trust

Social Justice through excellence in Education

Our aim is to create a culture that promotes excellent behaviour which ensures that pupils 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 pupils 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:

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

We want our pupils 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.

Pupils 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 pupils behave well



We aim to model these values and encourage our pupils 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 academy 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 academy'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 academy'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 academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly

- Challenging pupils to meet the academy'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 academy 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 academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Pupils

Pupils will agree

- 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 academy:

Pupils will be asked to give feedback on their experience of the behaviour culture through the academy council to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who arrive at the Academy through an In-Year Transfer as part of our admissions process.

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 pupils 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 RULES



ACADEMY RULES FOR ENSURING ALL PUPILS CAN LEARN IN A CALM, SAFE AND SUPPORTIVE ENVIRONMENT

- Pupils will demonstrate the values and skills of the Academy by having opportunities to achieve their FFET Award.
- Pupils will follow the school uniform and appearance policy.
- Pupils will walk around the school following the one-way system and not run.
- Pupils will follow all instructions from all adults immediately.
- Pupils will speak to adults and each other within our Academy and community using the rules of 'STEPS' and 'SLANT' (see classroom poster).
- Pupils will be on-site (within the Academy gates) by 8:30am each morning; mobile phones and headphones will be switched off and placed in Academy bags.
- Pupils will be fully equipped, defined as having a pencil case with pens, pencils, a ruler, an eraser and an Academy bag.
- Pupils will socialise in their year group areas calmly.
- Pupils will respect each other by following the 'No Contact' rule.
- Pupils will use appropriate language at all times (e.g. no use of foul language, no raised voices).
- Pupils will not litter and graffiti the environment.
- Pupils will not eat in lessons or on the corridor.
- Pupils may drink water throughout the day using a water bottle, kept in the Academy bag. Fizzy drinks and energy drinks are not allowed.
- Pupils will not chew gum within the Academy.
- Pupils are not permitted to bring aerosols into the Academy.

AT THE START OF EVERY LESSON



SET THE TONE FOR LEARNING

- Teachers will use 'one foot in, one foot out' and greet pupils individually.
- Pupils line up outside the classroom silently.
- Pupils are asked to enter the classroom in single file and uniform is checked.
- Nominated pupils will distribute equipment as directed by the teacher.
- Pupils stand behind the chair of their allocated seat and take out their equipment.
- Pupils are greeted with "Good Morning / Good Afternoon" by staff and pupils will respond in the same way.
- Pupils sit down when invited to by the teacher.
- A formal register is taken and saved; pupils are to respond with "Yes Sir/Miss".
- Pupils will stand up if a member of SLT enters the room.

INTRODUCE THE LESSON

- Pupils are explicitly reminded to follow the expectations of 'STEPS' and 'SLANT' throughout the lesson.
- The date, title and a 'DO NOW' task are completed as per the 'Exercise Book Expectations' in the Staff Handbook.
- Lesson is planned to start promptly and follows the Learning Programme.
- Prior learning contextualises the learning objectives.
- The teacher explains what the pupils will be learning.

DURING EVERY LESSON



QUALITY FIRST TEACHING

- All pupils access the same knowledge-rich curriculum.
- Teachers ensure the curriculum is appropriately scaffolded according to need.
- Learning is modelled effectively by the teacher and an element of independent practice is incorporated into all lessons.
- Questioning is used throughout the lesson to engage, challenge, and assess. Teachers check for understanding and address misconceptions.
- Teachers review progress throughout the lesson.

CELEBRATE SUCCESS

- Teachers use the 5:1 ratio of positive to negative interactions.
- Teachers take every opportunity to praise evidence of 'STEPS' and 'SLANT'.
- Teachers use pupil names and make comments which recognise specific areas of praise.
- Positive ClassCharts points are awarded to all good (+1) / outstanding (+2) learners.

ADDRESS BEHAVIOUR WHICH DISRUPTS LEARNING

- Positive behaviour management strategies are employed throughout the lesson. eg: Use a 3-2-1 countdown to obtain class focus on the teacher.
- Any pupil disrupting learning or failing to follow instructions is issued with a one-to-one verbal warning in the first instance. If disruptive behaviour continues this is followed by a '-1' on ClassCharts.
- For persistent disruption, pupils are relocated to the Head of Department via the On Call System.
- Pupils should not normally leave the classroom. Pupils should wear the teacher's yellow lanyard if they are given permission to leave the room.
- On Call is called if there is an emergency (see Staff Handbook).

AS EVERY LESSON CONCLUDES



END LESSON IN AN ORDERLY MANNER

- Teachers allow time to effectively review learning. They will formatively assess whether the pupils have met the learning objectives for the lesson.
- Pupils will check homework on Synergy and complete.
- Teachers end the lesson to allow adequate time to follow the Academy routines and ensure pupils are dismissed on time.
- Pupils tidy away and stand behind their chairs in silence.
- Teachers check uniform before pupils exit the room.
- Staff dismiss pupils from the door whilst using 'one foot in, one foot out'.
- Teachers ensure pupils leave following the one-way system.
- At the end of the Academy day, Teachers will lead pupils in silence out of the building following the one-way system and dismiss them from The Plaza.

STEPS and SLANT

As part of our Behaviour Curriculum we teach our pupils to implement STEPS and SLANT to ensure pupils are polite and respectful and to ensure pupils are focused on learning. These are displayed around the Academy and are referenced throughout lessons, assemblies and in general conversation with pupils to support them to be successful.

WE ALWAYS USE **STEPS** TO ENSURE PUPILS ARE POLITE AND RESPECTFUL



- S** = SIR / MS: PUPILS ADDRESS ADULTS AS SIR OR MISS /MS
- T** = THANK YOU: PUPILS AND ADULTS SAY 'THANK YOU'
- E** = EXCUSE ME: PUPILS AND ADULTS SAY 'EXCUSE ME'
- P** = PLEASE: PUPILS AND ADULTS SAY 'PLEASE'
- S** = SMILE: PUPILS AND ADULTS GREET ONE ANOTHER IN A POLITE AND FRIENDLY MANNER

WE ALWAYS USE **SLANT** TO ENSURE PUPILS ARE FOCUSED ON LEARNING

- S** = SIT UP: SIT UP STRAIGHT
- L** = LISTEN CAREFULLY: PUPILS GIVE STAFF 100% UNDIVIDED ATTENTION IN LESSONS
- A** = ASK & ANSWER: PUPILS ARE ACTIVE PARTICIPANTS IN LESSONS AND ASK & ANSWER QUESTIONS
- N** = NEVER INTERRUPT: PUPILS ARE PATIENT, CONSIDERATE AND WAIT TO BE ASKED
- T** = TRACK THE SPEAKER: PUPILS LOOK WHERE DIRECTED BY STAFF

Pastoral Care at Birches Head Academy

We value each one of our pupils 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 pupils 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 pupils in the academy, to ensure they receive the support they need to progress academically and socially.
- **Heads of Learning** - responsible for the progress of each pupil in their year group, working with their team to identify barriers and put plans in place to meet individual needs, as well as monitoring progress of each pupil. Form Tutors - the first point of contact for pupils, establishing positive relationships and understanding needs, form tutors champion their pupils and support them on a day to day basis.
- **Learning Coaches** - where pupils need specific support, these non-teaching members of staff provide strategies to overcome barriers and achieve goals. Our Learning Coaches are also Deputy Safeguarding Leads and are trained to provide support for pupils and families, including Early Help referrals. (Please see our separate Child Protection & Safeguarding policy for further details)
- **Attendance Officer** - supporting attendance is a priority, and the attendance officer works with families to break down barriers to attending academy, alongside the rest of the team including the SEND Aspire 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 pupils in a pastoral setting and to form those positive relationships described above, and to allow pupils 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 pupils are aware of all the information they need to be successful, and to celebrate their achievements.

Pupil Leadership

Pupil Leadership opportunities are available to all pupils in different areas across the Academy, including our Academy Council. The Academy Council is made up of pupils who provide an excellent example to their peers and led by our Year 11 Pupil Leadership Team. They participate in decision making across the Academy and they voice opinions on behalf of the pupil body on key areas of Academy life. Every form group votes for a Form Representative; they meet every Learning Programme, set their own agenda and their discussions are fed in to the Senior Leadership of the Academy through our pupil voice cycle. Pupil leaders are then able to present the impact of their work in assemblies, which encourages pupils 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 pupils and staff flourish in safety and dignity. We have developed a rewards system that recognizes pupils positive behaviours at all times.

Our rewards system celebrates positive attitudes to learning and ensures pupils 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 pupils achievements.

We believe in working closely with parents, as partners in the life journeys of our pupils. Parents and staff use a secure online system called Synergy which records the academic progress of each pupil, 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 pupils?

- Awards Evening - every year, we invite the whole academy community to gather in celebration of the pupils 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 pupils who have achieved Synergy success each Learning Programme.
- Letters of commendation - from the Principal or Senior Leadership Team
- Honours Recognition system - Badges are awarded to pupils for their wider contribution to Academy life
- End of Year 11 celebration
- Attendance Awards
- Departmental Praise Postcards or Phone calls
- Head of Learning 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 pupils' 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 Learning, pupils can earn points for positive points on Synergy, and for contribution to learning activities in all subjects. This allows the academy to track each pupil's progress as they *Aspire to be More*. Our aim is that all pupils 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 pupils have access to view their progress.

- For a Bronze Award - 100 points For a Silver Award - 200 points
- For a Gold Award – 300 points
- For Platinum Award - an additional community impact project
- Each completed Challenge is worth 5 points.
- Every 10 points on Synergy is worth 1 FFET point.

 Daily Rewards	<ul style="list-style-type: none"> ★ Positive Praise Points ★ Praise Phone Calls ★ Department Praise Phone Calls ★ Praise Postcards
 Weekly Rewards	<ul style="list-style-type: none"> ★ Priority "Fast Pass" Lunch ★ Fantastic Friday ★ 100% Attendance
 Every LP	<ul style="list-style-type: none"> ★ Principal's Lunch ★ Senior Leader Praise Postcards ★ Principal Praise Postcards ★ HOL Afternoon Tea / Breakfast ★ Reward Assemblies
 Termly Rewards	<ul style="list-style-type: none"> ★ Frank Field Graduation Awards
 Annual Rewards	<ul style="list-style-type: none"> ★ Awards Evening ★ Honours Recognition System ★ End of Year Celebration

Overview of our Sanctions Systems

A sanction may be issued by a member of staff where a pupil 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 pupil's circumstances, including their age and any SEND or protected characteristics (Please see our separate Child Protection & Safeguarding policy for further details) alongside the circumstances of the incident. 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 Learning / 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 Learning , BIP, Subject Leader/Head of Learning 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 Learning using a range of appropriate strategies/sanctions (detention, ISC centre, suspension, permanent exclusion).

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

Additional Provision

This may include the following:

The ISC - This provision, within the Academy, offers opportunities for pupils 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 pupils do not fall behind academically.

The Aspire centre - This 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 pupils' learning opportunities, through using this bespoke environment, we aim to develop the holistic needs of all the pupils who access the Centre. The Learning Support area follows the same curriculum delivery as timetabled lessons

The Bungalow – used as an alternative to off site suspension. This is staffed by our behaviour team, giving pupils time to reflect and make better behaviour choices, whilst reflecting on issues to date.

Movement around the academy building

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

- Walk purposefully without running.
- Pupils must arrive at their next learning within 4 minutes of the 1st bell sounding.
- Use private voices without the need to shout.
- Not eat, drink or chewing or drop litter.
- Respect the academy's mobile phone procedures.
- Not use ANY musical electronic device or wear headphones inside the building 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 misdemeanours. 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 academy property
- Fighting
- Smoking (cigarettes or vapes)

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

No Contact Rule

The Academy operates a no contact rule; this includes aggressive and non-aggressive physical contact such as but not exclusive to handshakes, fist bumps, holding hands, cuddling.

We recognise that 'play-fighting' during social times is often the catalyst for more serious incidents. Physical aggression, even towards friends, can result in injury and cause harm and distress to others. As stated in our mission statement, we aim to create a calm, safe and supportive environment in which no pupil is in fear of harm.

There are certain times throughout the curriculum that contact is necessary for example in PE or Drama lessons, this is always under the supervision of an adult. Equally, staff may intervene if they deem an accident or injury imminent .

Discipline outside the Academy Gates:

Teachers have a statutory power to discipline pupils 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 pupils' behaviour in these circumstances "to such extent as is reasonable."

In line with DFE Guidance, the Academy may discipline a pupil 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 pupil at the Academy.

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

- 1) could have repercussions for the orderly running of the Academy or
- 2) poses a threat to another pupil or member of the public or
- 3) could adversely affect the reputation of the Academy.
- 4) It is expected that if a pupil is issued with a sanction, they complete it. This is about pupils being responsible for their own behaviour, actions and learning. If a pupil 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 academy community. Possessions in relation to a pupil 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 academy does not accept liability for these items. Where appropriate, parents may be requested to collect items from academy.

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

Powers of Search

If a suspicion remains that a pupil is in possession of a prohibited item and the pupil 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 Learning

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

If the pupil refuses to cooperate with the search, the Police and pupil'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 Pupils

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

- Prevent a pupil from attacking another pupil or member of staff or to stop a fight
- Restrain a pupil at risk of harming themselves or others through physical outbursts.
- Prevent a pupil behaving in a way that disrupts a academy event, trip or visit, including damage or vandalism.

Staff to which this power applies are:

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

Allegations Made By Pupils About Staff

Any allegation that a pupil 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 outlined within our separate Child Protection & Safeguarding policy (Please see our separate Child Protection & Safeguarding policy for further details) the Academy may refer specific incidents to Stoke On Trent Safeguarding Board and seek advice from the LADO. If, through investigation, it is found that a pupil has made a malicious allegation about his/her teacher the following actions will be taken:

- A fixed term suspension for the pupil will be imposed.
- The pupil 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 pupil on their own.
- If the pupil makes a second malicious allegation against a member of staff the academy reserves the right to issue a more severe sanction or managed move to another academy depending on individual circumstances.

Reasonable Adjustments

Where appropriate, we will make reasonable adjustments for pupils, 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 pupils need additional support to ensure that they meet the high expectations that we have for all of our pupils. Interventions We will support pupils 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 pupil where necessary. This will be for a limited time and will be agreed with parents , following national and Local Authority legislation / templates. It will be reviewed on a regular basis.

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 pupils make better choices. If pupils 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 see our separate Child Protection and & Safeguarding policy for further details).

Level 1: Low Level

PUPIL BEHAVIOUR IN CLASS

LOW LEVEL CHALLENGING BEHAVIOUR

LEVEL 1: CLASS TEACHER / FORM TUTOR

AS A CLASS TEACHER, YOU OWN THE BEHAVIOUR OF YOUR PUPILS IN YOUR CLASSROOM

Initial response to low level behaviour is to give a verbal warning. This should be done by saying the following to the pupil on a one-to-one basis: "[Pupil Name] you have disturbed the learning by (give specific reason). This is your verbal warning.

If the pupil repeats the behaviour or a different example of disruptive behaviour they will be awarded a -1 warning on School Synergy. This should be done by saying: "This is the second time you have disrupted the learning by (give specific reason). I am giving you a -1 warning."

SOME EXAMPLES	SOME SUGGESTED STRATEGIES	SOME RECOMMENDED ACTIONS
Disruption: <ul style="list-style-type: none"> Chatting / Noisy distracting others not listening to instructions out of seat without permission late to lesson inappropriate language 	<ul style="list-style-type: none"> Consistency Across the Academy STEPS and SLANT Classroom boundaries Well-planned lessons Pupils on task immediately Change of activity/Refocusing Varied teaching style Deployment of T.A. Use of Pupil Centred Plans for SEND pupils. Time limits on tasks Countdown/wait for silence. Seating plan/ change plan Low-key, quiet voice Walking round room Close proximity to pupil Verbal & non-verbal praise: smile /thumbs up The look/raised eyebrows Sign work as walking around Diffusing with humour 	<ul style="list-style-type: none"> Talk to pupil with integrity, respect and humility and give verbal warning Move seat Catch up missed work Note to parent on School Synergy Loss free time Form Tutor / Class Teacher Detention, recorded on School Synergy. Community service in classroom e.g. tidy books/chairs up/pick litter in class/recycling Set possible new deadline for homework Note on School Synergy at -1 Warning Stage
Silliness: <ul style="list-style-type: none"> passing notes time wasting teasing any contact 		
Non-disruptive off-task: <ul style="list-style-type: none"> chewing daydreaming fiddling rocking on chair 		
Homework <ul style="list-style-type: none"> Fails to hand in or complete 		
Mobile phone/electronic devices - in class usage results in an Emergency On Call	Do not try to confiscate the device yourself, wait for On Call to arrive	Confiscation of equipment by On Call. Item stored securely via Main Reception.

PUPIL BEHAVIOUR OUT OF LESSON

LOW LEVEL CHALLENGING BEHAVIOUR

LEVEL 1: ALL STAFF AROUND THE ACADEMY

ALL STAFF RESPONSIBLE FOR ALL PUPILS BEHAVIOURS OUT OF LESSONS.

- All staff have a designated duty point in/outside the building (break/ lunch/end of the day) and it is essential that you are on duty on time to maintain a presence and correct errant behaviours.
- Departments are responsible for their corridors/departmental area during break and lesson change overs. All Staff are required to follow the Consistency Across the Academy.

SOME EXAMPLES	SOME SUGGESTED STRATEGIES	SOME RECOMMENDED ACTIONS
<ul style="list-style-type: none"> Running on corridors Shouting on corridors Uniform and appearance discrepancy Loitering Eating/chewing on corridors Dropping litter Not following one-way system Boisterous behaviour Contact behaviour Foul language Ignoring instructions Any contact 	<ul style="list-style-type: none"> Consistency Across the Academy STEPS and SLANT Staff use 'one foot in, one foot out' Prompt return from break and lunch. Establish expectations of lining up for lesson. Act as role model e.g. pick up litter. Staff to refrain from eating/drinking on corridors. Reinforce expectations in Academic Review, lessons and assemblies. 	<ul style="list-style-type: none"> All staff are responsible for general behaviour around the Academy. Verbal warnings. All incidents should be logged on School Synergy, as well as Departmental / Year group actions and parental contact. Positive instruction e.g. "Stop and walk. Thank you." / "Go to your next lesson now. Thank you." Remind Pupils of safety rules. Ask pupils politely to pick up litter/put sweets etc away and direct them to a bin. Refrain from shouting at a pupil in front of an audience: rather talk to him/her to one side. Ask pupils to turn around and follow the correct one-way route Staff model following one-way system where possible Form Tutor / Class Teacher Detention, recorded on School Synergy.
Mobile phone/electronic devices - out of lesson usage results in an Emergency On Call	Do not try to confiscate the device yourself, wait for On Call to arrive	Confiscation of equipment by On Call. Item stored securely via Main Reception.

Level 2: Moderate Level

PUPIL BEHAVIOUR IN CLASS

MODERATE LEVEL CHALLENGING BEHAVIOUR

LEVEL 2: CLASS TEACHER / HOD / TLR HOLDER DEPARTMENTAL REMOVE USING ON CALL SYSTEM

Level 2 behaviours will occur when pupils who despite intervention from their classroom teacher have continued to choose to not meet the required standard in that lesson. Each department will have their own rota with identified teachers and rooms that are appropriate for pupils to be removed to. All pupils must be removed using the On Call system. No pupil should be sent unaccompanied.

The pupil will receive a -2 Concern on School Synergy, this should be done by saying the following to the pupil on a one-to-one basis: "On numerous occasions you have disrupted the learning. I am giving you a -2. On Call will come to collect and take you to the designated removal room to complete your work."

SOME EXAMPLES	SOME SUGGESTED STRATEGIES	SOME RECOMMENDED ACTIONS
<ul style="list-style-type: none"> Persistent disruption of learning Persistently arguing back Persistently stopping others from working Repeated refusal to follow class teacher's instructions Persistent lateness to lesson/Academic Review Lateness to school Repeated lack of class work/homework/coursework Repeated truancy to one particular subject area. Multiple detentions Any contact 	<ul style="list-style-type: none"> Consistency Across the Academy STEPS and SLANT Classroom boundaries Well-planned lessons Pupils on task immediately Change of activity/Refocusing Varied teaching style Deployment of TA Use of Pupil Centred Plans for SEND pupils Time limits on tasks Countdown/wait for silence Seating plan/ change plan Low-key, quiet voice Walking round room Close proximity to pupil Verbal & non-verbal praise: smile /thumbs up the 'look'/raised eyebrows Sign work as walking around Diffusing with humour 	<ul style="list-style-type: none"> Removed to HOD/TLR Post holder. Detention with HOD/Class Teacher - break, lunch time, after school. (Note on School Synergy) HOD phone call home. Letter home if unable to contact by phone. Possible ISC placement if repeated (liaise with SLT Line Manager). Community service within department. Set extra work if continued lateness or truancy. Departmental report card. Behaviour Improvement Plan (BIP) Late detention – same day The HOD and HOL should communicate with each other via discussion/email/ referral through School Synergy system for potential identification at next AIM meeting.
Mobile phone/electronic devices – in lesson usage results in an Emergency On Call	Do not try to confiscate the device yourself, wait for On Call to arrive	Confiscation of equipment by On Call. Item stored securely via Main Reception.

PUPIL BEHAVIOUR OUT OF LESSON

MODERATE LEVEL CHALLENGING BEHAVIOUR

LEVEL 2: ALL STAFF AROUND THE ACADEMY ALL STAFF RESPONSIBLE FOR ALL PUPILS BEHAVIOURS OUT OF LESSONS.

- All staff have a designated duty point in/outside the building (break/ lunch/end of the day) and it is essential that you are on duty on time to maintain a presence and correct errant behaviours.
- Departments are responsible for their corridors/departmental area during break and lesson change overs. All Staff are required to follow the Consistency Across the Academy.

SOME EXAMPLES	SOME SUGGESTED STRATEGIES	SOME RECOMMENDED ACTIONS
<ul style="list-style-type: none"> Repeated Running on corridors Repeated Shouting on corridors Repeated Uniform and appearance discrepancy Littering Eating/chewing on corridors Dropping litter Not following one-way system Boisterous behaviour Contact behaviour Foul language Ignoring instructions Persistent lateness to lessons Multiple detentions Any contact 	<ul style="list-style-type: none"> Consistency Across the Academy STEPS and SLANT Staff use 'one foot in, one foot out' Prompt return from break and lunch. Establish expectations of lining up for lesson. Act as role model e.g. pick up litter. Staff to refrain from eating/drinking on corridors. Reinforce expectations in Academic Review, lessons and assemblies. 	<ul style="list-style-type: none"> Removed to HOD/TLR Post holder. Detention with HOD/Class Teacher - break, lunch time, after school. (note on School Synergy) HOD phone call home. Letter home if unable to contact by phone. Possible ISC placement if repeated (liaise with SLT Line Manager). Community service within department. Set extra work if continued lateness or truancy. Departmental report card. BIP The HOD and HOL should communicate with each other via discussion/email/ referral through School Synergy system for potential identification at next AIM meeting.
Mobile phone/electronic devices – out of lesson usage results in an Emergency On Call	Do not try to confiscate the device yourself, wait for On Call to arrive	Confiscation of equipment by On Call. Item stored securely via Main Reception.

Level 3: High Level

LEVEL 3: ALL STAFF AT ALL TIMES SLT EMERGENCY ON CALL

It is important that SLT Emergency Call Out is only used in an emergency and although can be used by any member of staff. Where an incident occurs in a department, the HOD must be made aware of the Call Out and ideally make the call whenever possible. A member of SLT will attend to the request as soon as possible and will determine if this is an appropriate Call Out and whether the pupil will be removed from the lesson.

SOME EXAMPLES	RECOMMENDED ACTIONS	SOME RECOMMENDED ACTIONS
<ul style="list-style-type: none"> • Urgent Safeguarding issue • Out of control behaviour • Dangerous behaviour • Threatening behaviour • Pupils walking out of a lesson • Repeated walking out of lessons • Physical assault • Refusal to cooperate with HOD / HOL / SLT • Homophobic and Racist remarks • Fighting • Off-site at break/lunchtime without permission • Defiance/non-co-operation of Academy rules • Any contact • Refusing or failing the ISC or The Bungalow 	<p>Use School Synergy to alert emergency On Call Refer to SLT Emergency Call Out Flowchart</p>	<ul style="list-style-type: none"> • Removal of pupil from the classroom by SLT and placed with HOD TLR holder (one occasion). • Removal of pupil from HOD / TLR holder (more than one occasion) and placed in ISC for holding. • SLT records the incident on School Synergy. • Immediate parental contact by SLT • HOD / HOL completes Level 3 Incident Form and collates statements from staff and in some cases pupils. These are taken to the SLT Line Manager for discussions regarding same day sanctions. • Same day / next day parental meetings. • Possible ISC placement • Departmental report card or BIP • ISC placement at another high school • Suspension • Permanent Exclusion • The HOD / HOL should communicate with SLT link via discussion/email/ referral through School Synergy system for potential identification at next AIM meeting.
<p>Mobile phone/electronic devices – usage results in an Emergency On Call</p>	<p>Do not try to confiscate the device yourself, wait for On Call to arrive</p>	<p>Confiscation of equipment by On Call. Item stored securely via Main Reception.</p>

Level 3 Sanctions: A Graduated Response

Our Academy community is inclusive based on the underlying principles of dignity and forgiveness. Our rationale is that behaviour is a choice: pupils learn that positive and negative behaviour leads to positive and negative consequences respectively. Equally important is that the policy is rooted in respect - where staff speak and act courteously to pupils and so educate pupils to show similar respect towards staff and each other.

When a sanction reaches Level 3, the Principal has the following options available to them:

The Internal Suspension Centre

The Internal Suspension Centre is part of our graduated response to behaviour concerns and gives pupils an opportunity to have time to reflect on their choices and importantly their behaviour. This opportunity for reflection allows pupils to reconcile their actions so that poor behaviour choices do not impact on their ability to attain in line with their peers nationally.

Pupils will sometimes make the wrong choices and it is our job as educators to help them reflect on how they might approach things differently next time. Therefore, whilst the Centre has strict rules, the flavour is one of restorative justice.

Pupils are referred to The Internal Suspension Centre through the Line Management process.

The SLT will make the final decision regarding pupils being placed in The Internal Suspension Centre. Pupils are expected to work in silence. A member of staff is always present to manage and support children whilst in The Internal Suspension Centre. Teaching staff should check the Academy email system regularly to monitor the pupils who have been placed there.

Whilst in ISC pupils will complete timetabled subject specific work. It is essential that all Learning programmes and the work associated with them are uploaded to pupils Microsoft Teams page.

Procedure:

1. In an emergency, pupils should be taken to The Internal Suspension Centre by the member of staff who is on call.
2. Following a Level 3 incident a Level 3 referral MUST be completed by the appropriate HOD/HOL and passed to the SLT Line Manager as a matter of urgency.
3. The incident is then discussed with the SLT Line

Manager and the Principal before a decision is made on the sanction.

4. A summary is produced which must include the reason for the placement in The Internal Suspension Centre and the length of stay.
5. The incident should be discussed with the Head of Learning and Learning Coach for that year group so that they are aware of all referrals.
6. When an ISC sanction is 'planned' in advance as a sanction the
7. HOL/HOD may be asked to inform parents.
8. Admin staff complete the standard letter to parents informing of the sanction. The letter is signed by the Line Manager for the year group.
9. A copy of the letter is given to the HOL and Learning Coach for information. The incident is recorded on ISC log. Parents may be invited in for a meeting if appropriate. Restorative justice process begins.

The Bungalow is another layer to the academy's graduated response. Where pupils' behaviour has reached a wave 3 sanction and could warrant a suspension from school, however, to support pupils in a continuation of learning some are issued with an alternative to suspension and are referred to The Bungalow. These referrals are at the discretion of the Principal, Vice Principal and Senior Inclusion Leader and not all pupils are referred that reach wave 3.

Suspension

In an Academic Year, the Principal and only the Principal, can suspend a pupil for a period of up to 45 days. These can be for a range of reasons deemed by the Principal. If a pupil is suspended for more than 15 days, in any one term, the governors must meet by Law to decide if the suspension was an appropriate one.

Off-site direction

In some circumstances the Principal and Governing Body may direct a pupil to attend somewhere off-site to receive education, full or part-time, that is intended to improve their behaviour. This may lead

to a Managed Move which is a permanent move following a successful off-site direction to another provision.

Permanent Exclusion

A permanent exclusion can be issued by the principal for extreme violation of our expectations of pupils to be safe, respectful or responsible. Whilst this list is not exhaustive, the following are examples of behaviour which can result in permanent exclusion:

1. serious actual or threatened physical assault against another pupil or a member of staff
2. sexual harassment, sexual abuse (including online) or sexual violence
3. supplying an illegal drug
4. possession of an illegal drug with intent to supply
5. carrying an offensive weapon (items judged by the principal to be carried with the potential to inflict injury on another individual)
6. making a malicious serious false allegation against a member of staff
7. potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm
8. persistent disruption and defiance including bullying (which could include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
9. deliberate activation of the fire alarm without good intent
10. repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network
11. repeated verbal abuse of staff
12. any other offence not listed but is, in the opinion of the principal, so serious that it warrants a permanent exclusion.

The governors must meet by Law to decide if the exclusion was an appropriate one.

Behaviour outside of the Academy gates

Where behaviour occurs which is not safe, respectful or responsible when a pupil is outside of the Academy, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System'. This is particularly in relation to violent conduct e.g. a physical assault or bullying incidents. Pupils are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

The expectations of pupils behaving safely, respectfully, and responsibly apply to Academy trips and visits and the same sanctions will be used if necessary.

Reintegration Meetings

Parents/carers are required by Law to attend a reintegration meeting following a suspension. Necessary paperwork will be completed by the HOL and signed by parents, this will be passed to the VP and Local Authority. The purpose will be to discuss the suspension and a way forward for the pupil with the aim of modifying their behaviour so they are safe, respectful and responsible.

Reporting to Parents

Consequences, sanctions and temporary suspensions will also be reported on Attitude to Learning reports issued to parents every half term.

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 pupils make better choices. If pupils 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

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

