



THE  
**BRITTONS**  
ACADEMY

*“Building knowledge,  
inspiring futures”*

# Behaviour Policy

SEPTEMBER 2022



## Policy Statement on Behaviour for Learning

<b>Statement of Purpose:</b>	The purpose of this policy is to ensure that all staff share clear expectations and communicate them to students so that outstanding behaviour is achieved to enable students to learn in the most effective manner, through the consistent delivery of this policy.
<b>Rationale:</b>	Positive and good behaviour are at the core of a successful school, creating a safe environment in which students can learn and reach their full potential.
<b>Expected Outcome:</b>	Outstanding behaviour will enable all students to: build knowledge, learn in the most effective manner, and build inspiring futures.

## Guiding principles - students

<b>F</b>	Follow instructions, the first time, every time.
<b>A</b>	Arrive on time for lessons, prepared and ready to learn.
<b>I</b>	Involve fully in the lesson, contribute, and give your best.
<b>R</b>	Respect others and our school environment.

## Desired attributes – staff and students

<b>P</b>	Positive
<b>R</b>	Respectful
<b>I</b>	Independent
<b>D</b>	Determined
<b>E</b>	Excellent

## Guiding principles – staff

<b>1</b>	To be a FAIR and PRIDE Ambassador.
<b>2</b>	To model what you expect.
<b>3</b>	To promote and reward positive behaviour and attitude to learning.
<b>4</b>	To challenge all types of misbehaviour with dignity, authority, and persistence.

## Guiding principles – parents / carers

We ask that all members of the school community follow these guiding principles:

<b>1</b>	To respect the ethos of the school.
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|----------|---|
| <b>2</b> | For parents / carers to work together for the benefit of the student. |
| <b>3</b> | To treat everyone with respect and dignity.                           |

## Achievement and Behaviour systems

The Brittons Academy believes that positive behaviour management improves outcomes for young people. These outcomes include academic achievement, social mobility, wellbeing, and mental health.

Praise and rewards are a key component of positive behaviour management. Students achievements will be celebrated regularly during form time and assemblies; reinforcing the expectations outlined in this policy.

The Brittons Academy recognises that celebrating student achievement is a key part of developing the potential of our young people.

### Achievement Points – Praise and Reward

Achievement Point	Achievement Points can be awarded for:
<ul style="list-style-type: none"> <li>■ Achievement point logged</li> <li>■ Parents notified via Edulink</li> </ul> <p>1 Achievement Point awarded</p>	<ul style="list-style-type: none"> <li>■ demonstrating attributes of PRIDE</li> <li>■ being a FAIR Ambassador</li> <li>■ demonstrating excellent verbal contributions / demonstration of oracy skills</li> <li>■ excellent use of sophisticated / subject specific vocabulary</li> <li>■ excellent literacy evident in written responses</li> <li>■ excellent engagement with reading</li> </ul>

### Achievement Points – Certificates

Achievement Points	Certificate
<ul style="list-style-type: none"> <li>■ 50 Points</li> </ul>	<ul style="list-style-type: none"> <li>■ Form Tutor Certificate</li> </ul>
<ul style="list-style-type: none"> <li>■ 100 Points</li> </ul>	<ul style="list-style-type: none"> <li>■ Head of Year Certificate</li> </ul>
<ul style="list-style-type: none"> <li>■ 150 Points</li> </ul>	<ul style="list-style-type: none"> <li>■ SLT Certificate</li> </ul>



■ 200 Points	■ Principal's Certificate
■ 250 Points	■ Governing Body Certificate

Whilst we adhere to these thresholds, we reserve the right to be flexible in our approach and make reasonable adjustments to acknowledge improved behaviour or a one-off incident.

Students will be recognised on a termly basis for the number of achievement points they have been awarded.

In every subject area, the students with the highest number of achievement points will be recognised. The top five students from each year group will be awarded an achievement badge for their overall termly total of achievement points. In addition, 'love2shop' vouchers will be awarded by the pastoral team for special achievements such as excellent punctuality, attendance, high effort scores.

Target books and report cards to be used as a supportive measure designed to focus on expectations and as well monitor and track progress.

## Behaviour Points - Sanctions and Consequences

The Brittons Academy insists upon high standards of behaviour and disruption will not be tolerated.

It is essential that staff and students work together to ensure a positive learning environment is maintained so all can learn and succeed. Students are taught how to behave well and appropriately within the context they are in and staff regularly participate in CPD sessions that focus on behaviour management.

Behavioural issues should be dealt with in accordance with this policy, the Safeguarding and Child Protection policy and the Keeping Children Safe in Education (KCSIE) documentation.

### Informal Process

- Before formal sanctions are issued, two informal verbal warnings will be given as an opportunity for the student to correct their misbehaviour.

### Next steps

- Should a student choose not to modify their behaviour, a behaviour point will be recorded along with a detention issued. This detention will be the forum to discuss, restore and reset classroom expectations.
- ALL behaviour incidents, resulting in a behaviour point, must be logged on Edulink by staff.



## Types of Behaviour Points

Behaviour Point	Behaviour Points can be awarded for:
<ul style="list-style-type: none"> <li>■ Behaviour point logged.</li> <li>■ Parents notified via Edulink.</li> </ul> <p>1 Behaviour Point awarded.</p>	<ul style="list-style-type: none"> <li>■ Poor punctuality</li> <li>■ Lack of effort</li> <li>■ Failure to follow school rules / staff instructions</li> <li>■ Presentation not in line with expectations</li> <li>■ Inappropriate comments</li> <li>■ Lack of equipment</li> <li>■ Failure to complete homework/ coursework</li> <li>■ Failure to attend detention</li> <li>■ Bringing the school into disrepute</li> <li>■ Homophobic comments</li> <li>■ Racist comments</li> <li>■ Bullying behaviour</li> <li>■ On-call – removal</li> <li>■ On-call - relocation</li> <li>■ Using mobile phone without permission</li> <li>■ Truancy</li> <li>■ Violent conduct / dangerous behaviour</li> <li>■ Verbal abuse</li> <li>■ Vandalism</li> <li>■ Illicit substances / smoking / E cigarette</li> <li>■ Using social media in an inappropriate manner</li> <li>■ Negative comment on target book / report card</li> </ul>

## Types of Sanctions

- Verbal warning / reprimand
- Detentions
- Report Cards
- Target Books
- TIER (see appendix for levels)
- On-Call (removal and relocation)
- Suspensions



- Permanent Exclusion (this will only be used as a last resort and will be in accordance with the latest guidance from the DfE (Department for Education) on exclusions. **Exclusion from maintained schools, academies, and pupil referral units in England ([publishing.service.gov.uk](https://publishing.service.gov.uk))**

## Detentions.

- Detentions will be recorded on Edulink and parents/carers will be notified through the app.
- There will be a restorative conversation during the detention around the inappropriate behaviour and the proposed resolution moving forward.

<b>BP10</b> <b>10-minute detention</b>	Classroom detention issued and held by member of staff. All staff to record detentions on Edulink. BP10 detentions can take place at break, lunch and after school and parents/carers will not be given notice.
<b>BP30</b> <b>30-minute detention</b>	Classroom detention issued and held by member of staff. All staff to record detentions on Edulink.
<b>BP60</b> <b>60-minute detention</b>	Classroom detention issued by member of staff. Detention to be held by classroom teacher or appropriate member of staff. All staff to record detentions on Edulink.

- BP30 and BP60 detentions can only take place after school.
- Parents / carers will be given 24-hour notice of BP30 and BP60 detentions via Edulink.
- If a member of school staff contacts the parents/carers and informs them of the detention, then the detention can take place without 24-hour notice.

## On-Call

- There is a staff on-call rota for every lesson. Staff are expected to be on duty and patrolling during their assigned slot.
- There are two types of on-call: **1.** Relocation On-Call **2.** Removal On-Call

## Relocation – On-Call

- Relocation on-call can be used to relocate a student to another lesson due to a persistent breach of the school behaviour expectations.
- Students who are relocated will be set a BP 30-minute detention by the class teacher.

## Removal – On-Call

- Removal on-call can be used when a student cannot be relocated to another lesson due to the severity of their behaviour. A decision will be made whether the student returns to lessons.
- Students who are subject to a removal on-call will be given a BP 60-minute detention or a TIER consequence.
- Typically, a BP 60-minute detention will be set with the class teacher or, in cases where this is not appropriate, due to the severity of an incident, a sanction will be set by the year team or subject leader.

Teachers will be supported by subject leaders / pastoral team when students are persistently disrupting and breaching the school's behaviour expectations.

## Pastoral Team

Year Team	Support & Guidance Manager (S&GM)	Head of Year (HoY)	SLT Link
Year 7	Gill Gilbert	Mr Murphy	Mrs Philpot
Year 8	Sue Ware	Ms Kelly	Mrs Cossey-Atkins
Year 9	Tina Whiberley	Mr Gilbey	Mr Cole
Year 10	Maria Martin	Mr Davis	Ms Pearson
Year 11	Gemma Slade	Ms Burch	Ms Wickenden

## Safer Schools' Officer

PC Drew Heath	Drew.R.Heath@met.police.uk
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Safer Schools' Officers are police officers who have been appointed as members of the Safer Schools' Partnership.

The partnership's role is to work with schools to:

- Help keep pupils safe
- Reduce crime, but also reduce the fear of crime
- Help to improve behaviour in the school and surrounding area
- Develop positive relationships between pupils, police, and the community

## **Notes to support the Behaviour for Learning sanctions - It is the expectation**

- All departments will have a 'relocation' timetable which is published to their subject area and SLT link.
- All parents/carers will be informed of Behaviour / Achievement Points via Edulink.
- If a negative behaviour occurs outside of lessons, it is the responsibility of all staff around the school to deal with the behaviour. In the event when the school's behaviour expectations are not being followed, it is the responsibility of the member of staff dealing with the incident to log the incident appropriately and carry out any follow-up actions.

## **Report Cards/Target Books**

Used to monitor student's behaviour. These are in the form of subject or pastoral reports cards / pastoral or SLT target books.

## **Anti-Bullying Policy**

### **A Statement of Purpose**

The Brittons Academy is committed to providing a caring, friendly, and safe environment for all our students to enable them to learn in a kind, safe and secure atmosphere. Within the school, bullying of any kind is unacceptable. If bullying does occur, students should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to share this with a member of staff.

### **Aims of Policy**

- To emphasise that bullying, of any type, will not be tolerated.
- To ensure that all trustees, governors, teaching and non-teaching staff, students and parents/carers understand what bullying is.
- To ensure that all trustees, governors and teaching and non-teaching staff understand the school's policy on bullying, and implement it when bullying is reported.
- To ensure that all students and parents/carers understand the policy on bullying, and what they should do if bullying arises.
- To ensure the school will take incidents of bullying seriously. Students and parents/carers should be assured that they will be supported when bullying is reported.





## Guiding Principles

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender, or sexual orientation.

It can take many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying via mobile phone or online. Many online bullying incidents happen outside of school and off school premises. Parents are responsible for this behaviour. If incidents that occur online affect the school culture, students will be sanctioned when the behaviour online poses a threat or causes harm to another student, or could affect the orderly running of the school / the reputation of the school.

(Bullying at school: Bullying - a definition - GOV.UK ([www.gov.uk](http://www.gov.uk)))

## Procedures

- Students should report any perceived bullying incidents or aggressive/threatening behaviour towards them to their Form Tutor (FT), Head of Year (HOY), Support and Guidance Managers (S&GM), Assistant Principal (AP) or a member of staff of their choosing.
- The staff member will take a statement of the incident as reported from the target and or witnesses, or will print and save it if it involves cyber bullying or any aggressive behaviour online/on phones.
- The staff member then informs the student's SGM/HOY and AP and passes on the record of the incident for central recording as bullying.
- This ensures that, in cases of bullying, all incidents will be recorded by staff and records will be held centrally. Subsequent developments can be added to this record.
- The S&GM/HOY/AP will respond to, investigate the incident, and resolve the problem. The S&GM also keeps contact with all concerned, ensuring that everyone is kept informed, including parents/ carers/appropriate authorities.

NB – if the incident is not defined as bullying, the behaviour policy of the school comes into play and the incident is dealt with in the appropriate way.



- Parents will be informed unless to do so would place a child in danger. If this is the case the incident will be reported to the school's Child Protection Officer who will follow Safeguarding Procedures. Otherwise, parents/carers will normally be asked to attend a meeting to discuss the problem.
- The student(s) being bullied will be made safe and the bullying student(s) will be isolated in school.
- If necessary and appropriate, police and other agencies will be consulted.
- The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly. Lead staff will be responsible for ensuring the process progresses, for updating and maintaining the central record (bullying log) of how the problem is being resolved, and for finally signing off the report of outcomes and monitoring agreements made about future behaviour connected with the incident.
- The SG&M (Support and Guidance Managers) will arrange for mediation to take place and restorative justice will take place with trained restorative justice champions, for persistent bullying.
- The process of consequences is designed to help the bullying student(s) recognise and change their behaviour and to support the targeted student(s). Students who bully need a clear description of how their behaviour is affecting them as well as others if they are to change. Habitual behaviours may not even be recognised or understood as bullying by the bully, and may be difficult to break without clear self-interest in the outcome. Positive attention during and especially following the process is vital for the success of any programme which aims to change behaviour.



# Appendix

1. **Searching Students**
2. **Confiscation**
3. **Banned items**
4. **Use of reasonable force**
5. **Abuse or intimidation of staff outside school**
6. **Racist / Homophobic Incident**
7. **Student Code of Conduct**
8. **TIER**
9. **Pastoral Support Plan**



## Searching Students

The Headteacher and authorised staff have the right to search pupils or their bags and lockers, without consent if there are reasonable grounds to suspect misuse of phones / devices or that the pupil has any of the following items:

- Weapons and knives
- Legal highs
- Alcohol
- Illegal substances
- Pornography
- Cigarettes (including e-cigarettes and vapes) and Tobacco
- Fireworks
- Stolen items
- Any article that the member of staff suspects has been, or is likely to be used:
  - To commit an offence, or
  - To cause personal injury to, or damage to property

The Headteacher and authorised staff also have the right to search electronic devices and do so following statutory guidance for dealing with electronic devices as published by the Department for Education in July 2022: 'Searching, Screening and Confiscation'.

If a student continues to refuse to co-operate, the member of staff may sanction the pupil in line with the behaviour policy.

If the member of staff considers a search to be necessary, but is not required urgently, they should seek advice from SLT. During this time, the student should be supervised and kept away from other students.

If a student still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct a search.

In the situation when a search is needed to be carried out, the member of staff will follow the guidance set out by the Department for Education in July 2022: 'Searching, Screening and Confiscation'. Please click on the below link to access the document:

**[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)**

Authorised staff are: Principal / Senior Leadership Team / Pastoral and Safeguarding Team

## Confiscation

The Education and Inspections Act (2006) allows school staff to seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

## Banned items

- Weapons or knives
- Alcohol
- Stolen items
- Legal highs
- Illegal substances
- Pornography
- Cigarettes (including e-cigarettes and vapes)
- Tobacco
- Fireworks

## Use of Reasonable Force

All members of school staff have a legal power to use reasonable force (Section 93, Education & Inspections Act 2006), to prevent a pupil from doing, or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the School among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)

## Abuse or intimidation of staff outside school

The school will adopt firm measures against abuse or intimidation of staff by students. This includes unacceptable conduct by students when not on the school site or outside of school hours when not under the charge of a member of staff of the school. Students involved in any such activity can expect to be:



- Instructed to behave in an acceptable manner by school staff and to be disciplined on their return to school.
- Referred to a Senior Member of Staff
- Parents contacted.
- Issued with an appropriate sanction (police may be contacted and the academy will support staff in doing so).

## Racist / Homophobic Incidents

The school will not tolerate any form of discrimination including racist / homophobic behaviour, and all incidents should be formally reported to a member of SLT for further action.

All racist / homophobic incidents must be logged on Edulink.

## Student Code of Conduct

### September 2022

- I will be dressed in full school uniform including wearing expected footwear.
- I understand that attendance to school is compulsory.
- I will attend school on time.
- I will attend my lessons on time.
- I will be a responsible citizen as I travel to and from the Academy and whenever I take part in off-site activities.
- I will only use the entrance and exit I have been assigned to.
- I will wash and sanitise hands regularly.
- I will walk directly to the classroom I have been assigned.
- I will walk directly to my assigned desk; I will only sit at my assigned desk.
- I will inform a member of staff immediately if I feel unwell.
- I will only make use of the toilets designated for my use by staff.
- I will always follow the one-way system.
- I will be fully equipped for my time in school with my own stationery and drinking water.
- I understand the concept of joint enterprise and will be mindful of how myself and peers behave whilst in groups both in and out of school.
- I will engage fully and appropriately in my learning.
- I will respect other pupils and our school environment.
- I will continue to meet the FAIR expectations and follow the guidelines set out by the school's behaviour policy.



**I confirm that I fully understand the above Code of Conduct and will conform to the rules outlined. I also fully understand that if I do not adhere to these expectations that I will be removed from the site and will only return to school at the Principal's discretion.**

Name	
Form	
Date	
Signature	

## TIER

The school uses a range of different types of exclusion and removal from lessons.

If there is a serious breach of the school's behaviour policy, TIER will be assigned.

A student can be progressed to a different TIER level and intervention programme in response to their misbehaviour. Students can also be moved downwards from one level to another when positive behavioural changes have been made and sustained.

For some students (e.g. SEND, CLA, PP, CP, and CIN) there may need to be an adjustment / discussion amongst all relevant professionals to support the student with modifying their behaviour. The school will consider the Equality Act 2010 when issuing TIER consequences. All TIER consequences are discussed / agreed with SLT link or Mrs Cossey-Atkins (AP for Inclusion).

### TIER Levels

- BEHAVIOUR POINT
- **Level 1** = 1 DAY TIER
- **Level 2** = 2 DAYS' TIER
- **Level 3** = 3 DAYS' TIER – TARGET BOOK TO SGM (Support and Guidance Managers) / PARENTAL MEETING
- **Level 4** = 4 DAYS' TIER – TARGET BOOK TO HOY/ PARENTAL MEETING
- **Level 5** = 5 DAYS' TIER / ASSISTANT PRINCIPAL MEETING / TARGET BOOK
- **Level 6** = 5 DAYS' DIRECTION OFFSITE / PSP – ASSISTANT PRINCIPAL REVIEW / TARGET BOOK
- **Level 7** = 5 DAYS' ALTERNATIVE EDUCATION PROVISION – ASSISTANT PRINCIPAL (INCLUSION) / VICE PRINCIPAL BEHAVIOUR REVIEW MEETING AND TARGET BOOK
- **Level 8** = 10 DAY ALTERNATIVE EDUCATION PROVISION AND DISCIPLINARY MEETING WITH THE PRINCIPAL
- **Level 9** = MANAGED MOVE TO ANOTHER SCHOOL / IYFAP REFERRAL
- **Level 10** = PERMANENT EXCLUSION



