



THE
BRITTONS
ACADEMY

*“Building knowledge,
inspiring futures”*

Behaviour Policy

SEPTEMBER 2023



Policy Statement on Behaviour for Learning

Statement of Purpose:	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.
Rationale:	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.
Expected Outcome:	Outstanding behaviour will enable all students to: build knowledge, learn in the most effective manner, and build inspiring futures.

Guiding principles - students

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

Desired attributes – staff and students

P	Positive
R	Respectful
I	Independent
D	Determined
E	Excellent

Guiding principles – staff

1	To be a FAIR and PRIDE Ambassador.
2	To model what you expect.
3	To promote and reward positive behaviour and attitude to learning.
4	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:

1	To respect the ethos of the school.
2	For parents / carers to work together for the benefit of the student.
3	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. 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

When an achievement point is awarded	Achievement points can be awarded for:
<ul style="list-style-type: none">■ Achievement point logged■ Parents notified via Edulink	<ul style="list-style-type: none">■ demonstrating behaviour in line with PRIDE■ being a FAIR Ambassador■ demonstrating excellent verbal contributions / demonstration of oracy skills■ excellent use of sophisticated / subject specific vocabulary■ excellent literacy evident in written responses■ excellent engagement with reading



Achievement Points – Certificates

Achievement Points	Certificate
■ 50 Points	■ Form Tutor Certificate
■ 100 Points	■ Head of Year Certificate
■ 150 Points	■ SLT Certificate
■ 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 specific achievement.

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.

Behaviour Points - Sanctions and Consequences

The Brittons Academy insists upon high standards of behaviour to ensure a safe and orderly learning environment for each and every member of our community. Disruption and non-compliance 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 available on our website and '**Keeping Children Safe in Education**' (KCSIE) **guidance**.



Informal Process

- Before formal sanctions are issued, two informal verbal warnings will be given as an opportunity for the student to correct their misbehaviour.
- In cases of extreme behaviour or behaviour that endangers safety, warnings will not be given before On Call is called.

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, will be logged on Edulink by staff.

Types of Behaviour Points

When a behaviour point is issued	Behaviour points can be awarded for:
<ul style="list-style-type: none"> ■ Behaviour point logged. ■ Parents notified via Edulink. 	<ul style="list-style-type: none"> ■ Poor punctuality ■ Lack of effort ■ Failure to follow school rules / staff instructions ■ Presentation not in line with expectations ■ Inappropriate comments ■ Lack of equipment ■ Failure to complete homework/ coursework ■ Failure to attend detention ■ Bringing the school into disrepute ■ Homophobic comments ■ Racist comments ■ Bullying behaviour ■ On-call – removal ■ On-call - relocation ■ Using mobile phone without permission ■ Truancy ■ Violent conduct / dangerous behaviour ■ Verbal abuse ■ Vandalism ■ Illicit substances / smoking / E cigarette



	<ul style="list-style-type: none"> ■ Using social media in an inappropriate manner ■ Negative comment on target book / report card
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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.

Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk)

A guide for parents on school behaviour and exclusion - GOV.UK (www.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.

BP10 10-minute detention	BP10 detentions can take place at break, lunch and after school. Parents/carers will not be given advanced notice of these short detentions. BP10 detentions will be recorded on the Edulink app.
BP30 30-minute detention	BP30 detentions will only take place after school. Parents / carers will be given 24-hour notice of BP30 and BP60 detentions via the Edulink app.
BP60 60-minute detention	BP60 detentions will only take place after school. Parents / carers will be given 24-hour notice of BP60 detentions via the Edulink app.



- Please be aware that schools are not, by law, required to provide 24 hours notice of detentions. The Brittons Academy however will inform parents of detentions 24 hours in advance via the Edulink app.
- Where a parent is unaware of the detention due to not having the Edulink app, the detention will still go ahead.
- Schools have the legal power to hold same-day detentions beyond the 10 minutes of a BP10 however at The Brittons academy we would only do so where a member of school staff has contacted parents/carers and informed them of the detention
- Please be aware parents are not contacted for consent to keep a student for a detention but to assist in making arrangements for a child to travel home safely. Our policy of giving 24 hours notice is to support making alternative travel arrangements. This also applies where students may collect younger siblings alternative arrangements for this.

On-Call

- There is a staff on-call rota for every lesson. Staff will 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 who will record this on Edulink.
- If a student is relocated from a lesson on more than one occasion the classroom teacher can increase the detention time and contact parents/carers to discuss the issues.

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 by the Head of Year or SLT Link whether the student returns to lessons for the remainder of that day.
- Students who are subject to a removal on-call will be given a BP 60-minute detention or a TIER consequence depending on the severity of their behaviour and previous similar behaviours.
- 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. This will be recorded on Edulink by the member of staff holding the detention.



Teachers will be supported by subject leaders and the pastoral team when students are persistently disrupting and breaching the school's behaviour expectations. Parents will be informed and meetings will be held to ensure students are clear on expectations and supported to meet them.

Pastoral Team

Year Team	Support & Guidance Manager (S&GM)	Head of Year (HoY)	SLT Link	Key Stage Lead
Year 7	Ms Wallace	Ms Mankenda	Ms Wickenden	Ms Wickenden
Year 8	Ms Gilbert	Ms Burch	Ms Palombo	
Year 9	Ms Ware	Ms Kelly	Mr Cole	
Year 10	Ms Slade	Mr Gilbey	Ms Cossey-Atkins	Ms Whiley
Year 11	Ms Martin	Mr Davis	Ms Whiley	

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

Notes to support the Behaviour for Learning sanctions -

It is the expectation that:

- 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

These are personalised and used to monitor student's behaviour. These are in the form of subject or pastoral report cards and pastoral or SLT target books. Target books and report cards can be used as a supportive measure designed to focus on expectations as well as to monitor and track progress. Students may also be placed on Uniform or Equipment report by their Form Tutor or year team.

Escalation of concerns

To change behaviour requires time, alongside clarity of expectations and deliberately explicit teaching of desired behaviours.

It is the expectation that classroom teachers will have implemented rewards to motivate and sanctions to address issues where arising. Parents will have been informed and engaged to support a student to meet expectations before escalating to Head of Department level.

Heads of Department will support classroom teachers through the Subject Report and continue communication with parents as they monitor progression towards targets. Heads of Departments will consider all possible departmental interventions, approaches and solutions before referring to their SLT Line Manager for advice.

When departmental strategies have been fully explored, concerns should be referred to the appropriate year team who will audit the behaviour of the student across the curriculum and make appropriate further plans to support behaviour for learning.

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, the DfE define it 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 or reputation of the school.



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), their SLT Link 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 material if it involves cyber bullying in the form of messages/pictures etc or any aggressive behaviour online/on phones.
- The staff member will then inform the student's SGM/HOY and SLT Link 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/SLT Link 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.
- 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 Designated Safeguarding Lead 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 (where appropriate) 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.
- NB – if a reported 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.



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**

Searching Students

The Principal and authorised staff have the right to search students or their bags and lockers without consent if there are reasonable grounds to suspect misuse of phones / devices or that the student 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 Principal 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'**. Authorised staff are: Principal / Senior Leadership Team / Pastoral and Safeguarding Team.

If a student refuses to co-operate with a search, the member of staff may sanction the student in line with the behaviour policy. Parents will be informed, as may the police depending on the circumstances.

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.

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 student from doing, or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property (including the student's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school among any of its students, 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 student 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 will be logged on Edulink.

Student Code of Conduct

September 2023

- I will attend school dressed in full school uniform including wearing expected footwear and meeting all other uniform expectations.
- I understand that attendance to school is compulsory and will attend each day.
- I will attend school on time, entering via my designated entrance by 8:25am and being seated in my Form Room before the bell sounds at 8:30am.
- I will only use the entrance and exit allocated to my year group.
- I will arrive to my lessons on time, accepting that if I am late I will make up lost learning time.
- I will sit where expected by my class teacher who is able to change the seating plan without notice or explanation.
- I will be fully equipped for my time in school with my own stationery and water bottle which I will fill at break and lunch time only.
- I will engage fully and appropriately in my learning and allow others to do the same.
- I will follow the requests/instructions of staff without argument and understand I will be able to discuss my views/concerns once I have cooperated with staff.
- I will inform a member of staff immediately if I feel unwell and they will contact home where necessary.
- I will only make use of the specific toilets designated for my use by the Academy at the correct times.
- I will be a responsible, respectful citizen as I travel to and from the Academy and whenever I take part in off-site activities, representing the academy in the best possible way
- 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 treat other students in person and online with kindness and respect
- I will respect our school environment and resources at all times.
- I will continue to meet the FAIR expectations and follow the guidelines set out by the school's behaviour policy.
- I will strive to be the best possible version of myself at all times.
- I understand that my involvement in any behaviour which is considered to be against the Law may result in serious consequences and could jeopardise my place on roll at Brittons Academy.



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 incur a sanction and may be removed from the site, returning only to school at the Principal's discretion.

Name	
Form	
Date	
Signature	

TIER

When needing to remove students from lessons, we will endeavour to keep students in school where they can continue to learn supported by staff.

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

Usually, students will progress through levels in a linear fashion however, students may progress or be referred at different TIER levels and access different intervention programmes in response to the specific misbehaviour displayed. Students can also be de-escalated 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 a reasonable adjustment made or a discussion amongst 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 the SLT link or Ms Whiley (Vice Principal & KS4 Lead/Ms Wickenden (Assistant Principal & KS3 Lead).

Suspension and exclusion will be used as a last resort to ongoing challenging behaviour or in response to a serious one-off breach of the behaviour policy.

The Code of Conduct Ladder

■ BEHAVIOUR POINTS

■ **Level 1** = 1 DAY TIER

■ **Level 2** = 2 DAYS TIER

■ **Level 3** = 3 DAYS TIER – PARENTAL MEETING SGM & HOY / TARGET BOOK TO SGM

■ **Level 4** = 4 DAYS TIER – PARENTAL MEETING SGM & HOY / TARGET BOOK TO HOY

■ **Level 5** = 5 DAYS TIER – PARENTAL MEETING HOY & SLT LINK MEETING / TARGET BOOK SLT

■ **Level 6** = 5 DAYS DIRECTION OFFSITE / RETURN TO SLT LINK REVIEW & PASTORAL SUPPORT PLAN (PSP)

■ **Level 7** = 5 DAYS ALTERNATIVE EDUCATION PROVISION – RETURN TO KS3/4 LEAD BEHAVIOUR REVIEW MEETING AND EXTENDED PSP

■ **Level 8** = 10 DAY ALTERNATIVE EDUCATION PROVISION - RETURN TO DISCIPLINARY MEETING WITH THE PRINCIPAL/VICE PRINCIPAL AND ACCEPTABLE BEHAVIOUR CONTRACT

■ **Level 9** = MANAGED MOVE TO ANOTHER SCHOOL / FAP REFERRAL

■ **Level 10** = PERMANENT EXCLUSION



THE
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Behaviour Procedure