



BiggleswadeAcademy

Behaviour Policy

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At Biggleswade Academy, we aim to create a safe, caring, positive, happy and healthy learning environment - somewhere pupils can be challenged to achieve their full potential. We are committed to supporting the education of our pupils to allow them to develop their skills and understanding, so they become confident 21st century citizens, ready to take their place within our community and the wider world.

The Academy takes pride in the high standard of behaviour of its pupils and there is a system of rewards for good work and sustained effort and clear expectations about codes of conduct. We aim to celebrate and recognise the successes our pupils' make and focus upon rewarding their achievements. There are times however, when we must address inappropriate behaviour. We use a range of sanctions which are used if pupils behave in an inappropriate manner which may involve exclusions. Together with parents and carers, the Academy strives to create a positive and motivating environment which enables all children to learn and achieve their very best.

We can achieve this as follows:

Parents/Carers and pupils can expect the Academy to:

- Provide stimulating and challenging lessons
- Create a safe learning environment where it is easy for everyone to learn without distraction
- Provide the support to allow you to achieve your goals, including strategies to monitor and improve your behaviour
- Reward positive behaviour, attainment and effort
- Show respect and understanding towards the individual needs of each pupil
- Encourage you to develop positive relationships showing respect and consideration to others
- Encourage you to respect and appreciate our environment
- Be positive about pupils, families, staff and the Academy
- Encourage pupils, parents/carers and staff to understand e-safety and use ICT safely and responsibly, including mobile phones and the use of social networking sites

The Academy expects pupils to:

- Arrive on time and be ready to learn
- Always try their best
- Behave in a way that has a positive impact on your learning and the learning of others
- Listen carefully and follow instructions
- Request help when needed
- Help others when needed
- Speak politely and show respect to others at all times
- Take turns when listening, learning and playing
- Appreciate and respect the views of others
- Take pride in the Academy, respect its environment and equipment
- Behave safely and sensibly at all times
- Be active and responsible citizens
- Be proud of your Academy and the community
- Use ICT safely and responsibly, including the use of mobile phones and social networking sites

Parents and Carers can contribute to the success of their child's education by:

- Ensuring you support the philosophy and vision of the Academy
- Supporting the Academy to achieve high levels of attainment and behaviour, reinforcing high expectations
- Encouraging your child to take an active part in all areas of Academy life
- Ensuring that your child is fully prepared for the Academy day, including uniform and equipment
- Working with staff and pupils to develop positive Home/Academy relationships
- Being positive about pupils and their families, staff and the Academy
- Supporting the learning of your child by ensuring that homework is completed to a good standard
- Listening to your child read regularly
- Encouraging your child to understand e-safety and use IT safely and responsibly, including mobile phones and social networking sites

We demonstrate our commitment by:

- Creating a positive and happy place to work
- Always striving for improvement
- Working collaboratively
- Promoting fundamental British Values
- Promoting the Academy Values and Thought for the Week
- Educating pupils on the various forms of bullying

We believe every child at the Academy has the right to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Biggleswade Academy Values:

We want our pupils to experience and live the following values, to enable them to thrive in our learning community. Being safe, caring and positive is at the centre of everything we do. Together with our Values, being Safe, Caring and Positive underpins our learning and teaching and provides us with the opportunity to work in an environment which prepares all our pupils as confident and happy citizens, ready to take on the challenges life has to offer.

- Honesty - we will act with integrity and be honest with one another and also with ourselves
- Tolerance – we understand that not everyone shares the same beliefs and values as ourselves and we will respect the values, ideas and beliefs of others. We are aware that everyone is different but everyone is equally important and this is promoted through our assemblies and the whole Biggleswade Academy ethos.
- Community - we are committed to building strong links between home and school, with our local community and with those around us and across the world. Our environment matters to us and we will do everything we can to care for it. We will continue to raise funds for our chosen charities.

- Equality - we will treat everyone fairly and understand that some people need extra help and support to have the same opportunities as others. We will be kind and caring to others who experience difficulties, who have different views to our own, who like different things that we do or who have different talents to us.
- Respect – We will have respect for others and ourselves. We accept that others have the right to hold different views and opinions from ours. We behave towards others as we would like them to behave towards us.
- Resilience - we are resilient and will bounce back after a set back
- Forgiveness – we appreciate everyone can make mistakes. Sometimes our mistakes hurt others and we need to say sorry and be able to forgive those who may hurt us.
- Pride – we will wear our school uniform with pride! We will take care with our work, making sure it is our very best. We will enjoy that feeling you get when you rise to meet a challenge and successfully complete it and we will feel good when we help others.
- Responsibility - we will take responsibility for our own behaviour, our work and our attitude to learning. We will behave well and consider the needs of others.

Recognising the needs of children

In order for our mission to be effective and the above values to be meaningful to our pupils, an understanding of the basic needs of children are appreciated by the staff at Biggleswade Academy. Staff recognise that in order to develop fully as people children need:

- To be respected
- To feel secure and know what is expected of them
- To be valued as individuals
- To have their opinions respected
- To develop self-awareness and a knowledge of the world around them
- To be provided with the opportunity to reflect, internally and externally
- To be fully involved in their education

How do we meet these needs?

All Biggleswade Academy staff, both teaching and non-teaching, attempt to be consistent in their behaviour and their expectations of all pupils. In particular, they:

- Value all pupils as equal partners in the Academy
- Display patience and listen carefully to pupils
- Focus on and emphasise the positive, in terms of work, habits and behaviour
- Face and deal with the reality of difficult and emotional challenges which may occur in the life of pupils outside school and help pupils with compassion and support
- Make time for pupils without rushing
- Speak quietly and avoid shouting
- Communicate openly with parents and carers to build a common understanding and appreciation of the Academy values

- Have a good sense of humour!

Skills

Throughout the Academy the development of the following skills are encouraged which contribute to reflective thinking about our values:

- Displaying helpful politeness and good manners to everyone at the Academy and to all visitors to the Academy
- Speaking quietly and politely to others
- Listening carefully and thinking about what others are saying
- Reflection
- Empathy and tolerance
- Stillness
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion
- Articulate thoughts clearly in order to enhance communication skills
- Walking quietly around the Academy buildings
- Developing positive attitudes to learning and play
- Accepting personal responsibility for actions
- Showing care and respect for the property of others

Big Buddies

Some pupils in the school have been trained to be Big Buddies. The pupils are trained in methods of conflict resolution and mediation and are on duty every day. Their role is to assist children at break time if and when the need arises. The type of need may come from children having no one to play with, children who have fallen out with other friends or disputes over equipment. Big Buddies are easily visible to other pupils, wearing a distinctive red jumper with a yellow smiley face design.

The School Council

Each class at Biggleswade Academy has an elected representative who regularly attend school council meetings. The meetings are an opportunity for the representatives to share thoughts and ideas of their class about the day to day running of the Academy. In addition, the school council considers ways in which they can help and support the local community and the wider world.

Playground Areas

Staff are present on duty in the playground areas of the Academy at the start of the day, during morning and lunchtime breaks and at the end of the school day to reinforce core values of the Academy and offer praise to pupils who are demonstrating adherence to the Biggleswade Academy values. At 8.45am, pupils are led quietly from the playground by their form tutor to their classroom where early morning work begins promptly at 8.50am. This arrangement helps to ensure a prompt, calm and focused start to the day.

Mobile Phones

Pupils in Years 5-8 are permitted to bring mobile phones into school under strict conditions.

- A permission form is signed by a parent/carer and returned

- The mobile phone is clearly marked with the pupil's name and form
- The phone is delivered, at the start of the school day, to the school office and collected by them at the end of the school day

The use of mobile phones will not be allowed during the day except for specific reason and by prior arrangement. The school telephones are available for use in an emergency.

If any child is found to be in possession of a mobile phone that has been brought in without permission or which should have been handed into the office, it will be confiscated and only returned to the parent/carer of the pupil.

Biggleswade Academy will not accept responsibility for any theft, loss or damage to personal property brought into school, however it may be caused.

School excursions:

- Due to staff being unable to monitor use or ensure age appropriate content filters, pupils are not permitted to take mobile phones (or other internet enabled devices) on school trips/visits.

Racist Comments

The Academy has a zero tolerance to racism. If a pupil uses a racist comment they will automatically be issued with a Red card and referred to their respective Progress Leader. In addition, the Progress Leader will contact parents/carers immediately to discuss our findings and the incident will be recorded on the school behaviour management system.

Support for children who have concerns

Children are first encouraged to speak to a member of staff if an issue arises, usually their form tutor. If they have concerns during lunchtime, they report to the lunchtime supervisors. The Academy Youth Support Worker is available for pupils to speak to and pupils are able to discuss any issues or concerns they have or write them down. All issues and concerns are followed up by staff and/or the Youth Support Worker.

Consistent Approach to Behaviour Management at Biggleswade Academy (Rewards)

Every classroom will display the rewards procedures clearly for all pupils and staff to see.

Pupils will receive awards at level 1 for demonstrating a high level of effort, a high level of attainment, being helpful, good behaviour and for receiving a good academic report. Rewards will include:

- Verbal praise
- Written praise in planner
- Positive 'Dojo' point for effort/behaviour
- Merit for attainment or helping outside the classroom
- Work displayed
- Telephone call home
- Referral to the Progress / Curriculum Leader

Pupils will receive awards at level 2 for continued good behaviour and continued high level of effort and attainment. Rewards will include:

- As level 1
- Merit certificates (25-Crystal, 50-Bronze, 75-Pearl, 100-Silver and 125-Jade)
- Telephone call home
- Year group – pupil of the week certificate
- Year group – form of the week certificate
- 'High 5 Gang' certificate in Key Stage 3
- Referral to Progress/Curriculum Leader
- Recognition in Academy newsletter

Pupils will receive awards at level 3 for exceptional work which is above and beyond what is expected for that particular year group or individual, exceptional effort or behaviour, helping at an Academy event, supporting fellow pupils and by demonstrating a consistent and positive attitude to learning. Rewards will include:

- As levels 1 and 2
- Purple card (equal to 5 merits)
- Merit certificates (150-Opal, 175-Ruby, 200-Gold, 225-Emmerald)
- Referral to Associate/Vice Principal

Pupils will receive awards at level 4 for sustained exceptional work, effort or support of others, 100% attendance. Rewards will include:

- As levels 1, 2 and 3
- Blue card (acknowledge by the Academy Principal)
- Letter home from the Academy Principal
- Merit certificates (250-diamond, 275-platinum, 300-sapphire)
- Attendance certificates (term 1-bronze, term 2-silver, term 3-gold) each of which is equivalent to 10 merits

Pupils will receive awards at level 5 for exceptional work, effort or support of others, far above and beyond our usual high standards of expectation across the whole term or academic year. Rewards will include:

- Merit certificate 350+ (Merit Superstar Award)
- BAT (*Believe, Achieve, Together*) Awards
- John Smith Cup for effort and determination (Year 8)
- Outstanding Contribution to the Academy Life Award (Year 8)
- Year 8 Celebration Evening Values Award
- Head Boy and Head Girl Award (Year 8)

Consistent Approach to Behaviour Management at Biggleswade Academy (Sanctions)

Every classroom will display the sanctions procedures clearly for all pupils and staff to see.

Within a class setting if pupils fail to follow staff instructions and class rules, arrive to lessons late, forget to bring the correct equipment and behave in a way that is not safe, caring and positive, a rule reminder will be issued by the subject teacher.

A first, formal warning (Stage 1) will be issued to pupils if there is a continual refusal to follow instructions or if pupils behave in a disruptive way, or if they are unkind to others. The consequences of a Stage 1 warning can include:

- Negative Dojo point
- Formal warning
- Internal internet ban
- The pupil's name will be placed on the rain cloud (Early Years only)

A second verbal warning (Stage 2) will be issued if pupils still ignore instructions and/or behave in a disruptive way, or if they continue to be unkind to others. The subject teacher will hand pupil a reflection-time card, providing them with the opportunity in class to think about their behaviour and whether it is safe, caring and positive.

A third formal warning (Stage 3) will be issued if pupils continue to behave in a manner which gives cause for concern and will result in a 10/20 minutes reflection time conversation which will be held at break/lunchtime and may include the completion of relevant a community service.

Stage 3 behaviour may include:

- Continuation of Stage 2 behaviour plus:
- Physical/verbal aggressiveness
- The use of inappropriate language
- Improper use of internal internet
- Chewing gum

The 10/20 minute reflection period that will take place will provide pupils with the opportunity to consider their behaviour and whether it is safe, caring and positive. In addition, other consequences will include:

- The issue of a report card (to be checked and signed by staff and parents/carers)
- Note in planner to parents/carers
- Telephone call to parents/carers
- Restorative Practice conversation
- Name appears on Thundercloud (Early Years only)

In all cases where Reflection Time has been issued the Progress Leader will monitor.

A repeat of Stage 3 behaviour or any racist/homophobic/sexual or any other discriminatory incidents, defiance, dangerous behaviour, physical assault, damage to Academy property, insolence towards staff, swearing directly at a member of staff or at another pupil, truancy/leaving class without permission, preventing others from learning, bringing the Academy into disrepute will result in a Stage 4 behaviour concern, the consequence of which will be:

- The issue of a red card. In Key Stage 3 this will result in a 30 minute reflection period that will take place after school providing pupils with the opportunity to consider their behaviour and whether it is safe, caring and positive. In addition, other consequences will include:

- The issue of a red report card (to be checked and signed by staff and parents/carers)
- Parents/Carers informed and a formal meeting arranged to discuss behaviour concerns
- Associate Principal informed
- Internal exclusion (at the discretion of the Associate Principal)

In all cases where a red card has been issued the Progress Leader will monitor.

A repeat of Stage 4 behaviour and continued persistent behaviour listed in levels 1, 2 and 3, theft, behaviour that compromises the safety of others, vandalism, refusal to accept the authority of the Academy leadership team and bringing the Academy into disrepute will result in a Stage 5 behaviour concern (continuous poor behaviour), the consequence of which will be, either:

- Immediate referral to the Associate Principal responsible for behaviour at the Academy
- Parents/Carers informed and a formal meeting arranged to discuss a Pastoral Support Plan
- Internal/ external exclusion (after referral to the Associate Principal responsible for behaviour at the Academy and then the Academy Principal)

In all cases where continuous difficulties with behaviour occur the Associate Principal responsible for behaviour at the Academy will monitor.

A repeat of Stage 5 behaviour and continued persistent behaviour listed in levels 1, 2, 3, 4 and 5, refusal to accept the authority of the Academy leadership team and bringing the Academy into disrepute, verbal aggression towards a member of staff, violence towards a member of staff, failure to comply with the conditions of an internal/external exclusion, possession of a weapon or items that may be used as weapons, possession and/or use of illegal substances will result in a Stage 6 behaviour concern (continuous extreme poor behaviour), the consequence of which will likely lead to:

- Immediate referral to the Academy Principal
- Parents/Carers informed and formal meeting arranged
- Permanent Exclusion