



**Biggleswade**Academy

# 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 21<sup>st</sup> 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 ICT 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 ourselves and others. 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. Pupils are allowed into the building when the bell sounds at 8.30 to drop off iPads. At 8.45, pupils are led quietly from the playground by their form tutor to their classroom where early morning work begins promptly at 8.50. This arrangement helps to ensure a prompt, calm and focused start to the day.

## **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 (level 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 level 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 formal warning (level 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 (level 3) will be issued if pupils continue to behave in a manner which gives cause for concern and will result in the issue of a yellow card. In addition to this, a yellow card can also be issued for any act of defiance or disruptive behaviour, for example:

- Physical/verbal aggressiveness
- The use of inappropriate language

- Improper use of internal internet

The issue of a yellow card to key stage 3 pupils 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 yellow report card (to be checked and signed by staff and parents/carers)
- Note in planner to parents/carers
- Telephone call to parents/carers
- Restorative justice
- Name appears on Thundercloud (Early Years only)

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

A repeat of level behaviour 3 or any racist/homophobic/sexual or any other discriminatory incidents, 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, bringing the Academy into disrepute will result in a level 4 behaviour concern, the consequence of which will be:

- The issue of a red card. In Key Stage 3 this will result in a 60 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 level 4 behaviour and continued persistent behaviour listed in levels 1, 2 and 3, refusal to accept the authority of the Academy leadership team and bringing the Academy into disrepute will result in a level 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 level 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 will result in a level 5 behaviour concern (continuous extreme poor behaviour), the consequence of which will be, either:

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



## **Behaviour Policy 2020 Covid-19 Addendum**

At Biggleswade Academy we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy. These adjustments are set out below:

### **Arrivals, Departures and Moving round the school.**

Children will enter school through their designated entrance at the agreed time, keeping a 2m distance from any other individual. There will be markers on the floors to support children with social distancing.

At their designated home time, children will leave the building from their designated exit.

Movement around the school will be limited. When the children leave their Bubble classroom to go outside for break, lunch or outdoor learning, children will follow an adult from their Bubble on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

The only items that the children may bring from home are their packed lunch, snack and water bottle. Year 6 pupils may bring their mobile phones, which must be turned off before entering the school.

### **Hand washing and Hygiene**

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel once they have entered school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

### **Social Distancing**

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Pupils in EYFS, Y1 and Y6 will have their own table with chairs spaced 2m apart. When children enter their Bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats.

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

### **Toilets**

Each Bubble will follow a rota for the use of the toilet and hand washing facilities, however we have made provisions for children to go to toilet when required in emergencies. Children will be supervised for entry into the toilets, so they are used one at a time. When a child has finished in the toilet, they must wash their hands.

### **Break times**

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

### **Behaviour in school**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, not remaining in their Bubbles or deliberate behaviours that put themselves or others at risk, the following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically and safely possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact will be made with pupil's parent/carer.

If the health and safety of other pupils and staff members are put at significant risk by the pupils not adhering to social distancing measures, or if a child spits or deliberately coughs at any pupil or adult, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

### **The Impact of Lockdown on the pupils**

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment and a risk assessment may be completed to support the needs of the child in the current situation.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

### **Pupil's working from home.**

If interacting with other pupils or staff online, students should always be kind and respectful to each other and to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via any other platform will be taken very seriously. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.