

# **Bournville College Academy**

## **Behaviour Policy 2018/19**

Approved by Governors – March 2018

Review Date – March 2019

## **Behaviour Policy**

All students and staff at Bournville College Academy are entitled to learn and work in a safe and supportive environment where everyone is valued. Effective learning takes place where principles of high moral, ethical and personal standards are clearly communicated. Positive reward rather than punitive sanctions provide the motivation to succeed. These principles inform the vision and ethos for the Academy. The expectations and standards of behaviour are defined in the Academy Charter. These standards of behaviour should apply not only in school but on trips or external activities where students are representing the Academy. The code of practice has been agreed by the students and staff of the Academy. It is the responsibility of all concerned to ensure that standards are upheld and that the students gain their entitlements:

- to be valued as highly and equally as other students
- to be actively encouraged to achieve and realise or exceed potential
- to foster independence and personal responsibility
- to develop, discuss and justify personal viewpoints in a climate which encourages active listening and respect.

Students will be expected to extend these same entitlements to everyone in the School and wider community. There must be due regard for other students' and teachers' entitlements. Above all, we must remember:

- students attend school to learn
- teachers come to school to teach
- everyone at Bournville Academy must be safe and feel safe.

In the rare exceptions when students breach the above, they will be dealt with according to the procedures detailed in this document to ensure that other students and staff can proceed effectively with their learning and teaching. Where behaviour is poor, the opportunity to learn is reduced for all students within the same group by the teacher's distraction in dealing with the issue.

### **How can teachers promote positive behaviour?**

A school which actively fosters an ethos which is motivating, supportive and friendly will promote good behaviour. The following strategies, if used consistently by all personnel, will help us to achieve a positive atmosphere and high standards of behaviour:

- Effective lesson preparation to ensure work is matched to the ability of all students within group
- Provision of attractive and user-friendly learning resources
- Actively involving students in learning which includes a range of varied and relevant activities

- Establishing clear routines for classroom management
- Setting attainable and realistic targets at each lesson
- Providing constructive feedback through regular marking and purposeful discussions with students
- Ensuring records of progress inform lesson planning
- Keeping personal tutors and parents updated about student progress
- Reward good behaviour and work regularly:
  - words of encouragement
  - sharing examples of good practice with group
  - displaying work
  - broadcasting achievements via the news bulletin
  - awarding commendations
  - reward points system
- Retaining a sense of humour and fostering a friendly atmosphere
- Ensuring that teaching environments are attractively maintained
- Setting appropriate and relevant homework tasks
- Listening and taking appropriate action when students express concern
- Do not tolerate bullying or unacceptable behaviour. Refer to personal tutor and Headteacher immediately.

### **Taking Appropriate Action**

No matter how effectively we operate consistent strategies there will be occasions when students' behaviour or standards of work are unacceptable. Swift and appropriate action should be taken. The responsibility for taking action rests with the relevant personal tutor or subject teacher in the first instance. Teachers are supported by the Headteacher and Faculty Management Team. If teachers are unsure about the nature of action they should seek advice. Personal tutors should be kept informed so that they can retain the overview of their personal students' progress. Key people to take advice from are the Headteacher or member of the Faculty Management Team.

The School aims to mirror the practices used in industry and the world of work. The procedures for disciplinary action are as follows.

### **Keep problems to a minimum**

#### **At the first level**

- Keep calm
- Do not be led into an argument

- Condemn the act, not the person
- Discuss the problem
- Ensure a fair outcome
- Set target for future behaviour and a review date determined by the severity of the problem
- Record in student files
- Inform personal tutor
- Personal tutor to meet with student as appropriate
- Staff understand the behaviours that may lead to this early intervention

### **At the Second level**

- Consult with Head teacher or member of faculty management team
- Personal tutor to inform student of concern/intended action
- Phone call to parent and invited to attend meeting
- Gather evidence/ statements
- Log issue in student file
- Follow up letter with actions and targets clearly stated

### **At the Interview**

- Thank parents for coming into school
- Give progress report. Emphasise positive achievements as well as concerns
- Identify behaviour causing concern
- Devise support strategies
- Agree future targets
- Set a review date
- Document action

If a resolution of the behaviour is not reached, continue to seek advice from the relevant Head Teacher or member of the Faculty Management Team. It may be necessary at this stage to draw up a behaviour contract.

- Make a follow up appointment (or phone call if appropriate) with the parents.
- Devise support strategies (may include involvement of outside agencies)
- Set a review date
- Document action

### **At Level 3**

- Incident/behaviour immediately reported to the head teacher or member of the Faculty Management Team
- Headteacher or member of the Faculty Management Team may instigate a fixed-term exclusion (**See Annexe A**)
- Parents to be informed immediately and action recorded
- Headteacher to gather evidence and information and notify student and parent of formal meeting

Occasionally, in exceptional circumstances, where all support strategies have failed to achieve the desired behaviour, the parents in consultation with the School may withdraw the student and seek alternative education. The student may be referred internally to the college's alternative provision programme for 14-16 year olds.

#### **At Level 4**

In rare cases, where agreement cannot be reached with parents and support strategies have failed, or an incident is of a most serious nature, the Head Teacher or Faculty Head may make a provisional decision to exclude a student. This is subject to confirmation, after the matter has been referred to the named governor and the student and his/her parents have had the opportunity to make representations. Annex A advises on Procedures to be adopted in the case of a Serious Incident. Annex B details the School Procedures regarding Exclusion.

#### **Conclusion**

Clearly the level of intervention to adopt depends on the nature of the behaviour and the circumstances. Intervention can occur at any level. The common-sense rule applies and teachers are encouraged to seek advice when they are unsure of appropriate action.

### **Bullying**

Our goal is to have a Bully-Free Academy. However, we are realistic and understand that there is always the possibility of bullying occurring within the Academy and it can happen in many different ways:

E.g.

- physical violence
- threatening behaviour
- verbal abuse
- teasing
- humiliation
- embarrassment
- name calling
- comments about family
- comments about appearance / physique
- comments about ethnicity / religion
- intentional damage to possessions
- psychological bullying
- use of technology to assist in any of the above: texting, email, photographs

All these and many more demonstrate the wide variety of ways in which students can be bullied. It is vitally important that **any** incidents of bullying be reported immediately to the Personal Tutor or other relevant members of staff.

All students will be periodically reminded that if they ever feel that appropriate action is not being taken to resolve the problem, they can discuss with any member of staff and also have access to group and individual student voice opportunities.

## **Role of Teachers, Academy support staff and Managers**

Bullying should be a regular topic of discussion within the tutorial group. Personal tutors should arrange discussions about bullying emphasising the Academy's views about zero tolerance. Students should be encouraged to look out for each other and be prepared to report any member of the Academy staff or the Faculty Management Team. Every student should be reminded that the Headteacher is available to support them if they feel the matter has not been dealt with properly or the bullying will not stop. Parents also have an important role to play and are strongly advised to report any concerns over bullying, however small. Opportunities to emphasise the Academy's views about bullying will be made via assemblies, school newsletters and, where appropriate, within lessons.

### **Whose responsibility is it to report bullying?**

- The victim
- Other students
- Parents

Sometimes, the victim may find it difficult to report the matter. Other people i.e. other students and parents have a responsibility to see that the matter is raised and dealt with appropriately. We all need to look out for each other.

### **What action will be taken?**

The priority is to safeguard the victim and other students and totally remove any possibility of repeat. In the event of not being able to secure these conditions with the perpetrator or if any one incident is particularly serious in the judgement of the Headteacher, the bully will be excluded from the Academy using the normal procedures for exclusion.

This policy should be read in conjunction with the **E-Safety Policy, Child Protection Policy and Safeguarding Policy.**

## **Serious Incidents of Misbehaviour**

### **Action to be taken in relation to serious disciplinary matters**

Over serious matters, students must be interviewed by the Headteacher or member of the Faculty Management Team. There must be at least two staff members present to conduct the interview. The student should be questioned fairly and be given ample opportunity to give a response. The student should be encouraged to provide a written statement of what happened and offered the opportunity to sign this as an authoritative record of events. At this stage this report will help to enable the School to decide on what further action should be undertaken.

If the relevant manager of staff requires a further meeting with parents or there is the possibility of the student being excluded from the Academy because of the seriousness of the event then permission needs to be sought from the Headteacher or Faculty Management Team. A letter will be sent to parents, taking note of the guidelines published by Birmingham City Council. The senior member of staff should then be concerned with entering into discussions with parents and the student to attempt to find a reasonable way forward.