

14-16 Provision
at
South & City College

Recognition and Behaviour Policy
2023/2024

DRAFT

Approved by SLT – Dec 2023

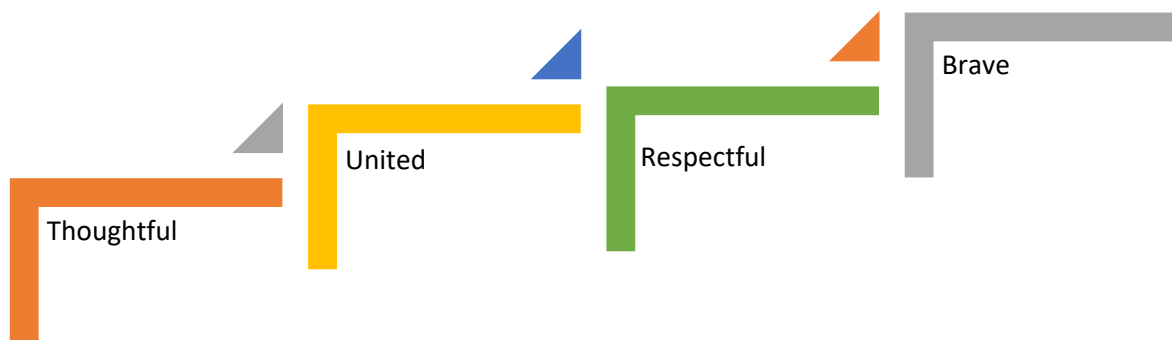
Review Date – July 2024

Recognition and Behaviour Policy

Ethos and Values



The central vision of the Academy is to provide a **safe** and **nurturing** environment for all learners. Our vision is to prepare and **motivate** our learners for a rapidly changing world by instilling in them **critical thinking skills**, a **global perspective**, and a respect for core values of **thoughtful, united, respectful** and **brave**.



The SCA and Alternative Provision (pre-16) Behaviour Policy is the framework within which members of the pre-16 provisions are expected to conduct themselves. It is shaped to support the ethos and values and defines the key elements and the moral code by which we choose to live and develop within the South and City College community.

1. Policy statement

South & City Academy and the AP are committed to creating an environment where good behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Behaviour Policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Aims

- To create a culture of good behaviour for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- Outline our system of rewards and sanctions.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting learners with medical conditions at school

4. Purpose of the policy

- To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

Essential in achieving excellent behaviour are two important factors:

1. **Curriculum:** Ensuring that learning meets the needs, interests and aspirations of all learners including those with additional needs. Good behaviour is secured through great teaching where learning is differentiated, relevant and therefore engaging.
2. **Relationships:** Connectedness - Belonging: nurturing the way that learners interact with each other and their school community. This includes when, why and how we recognise and sanction behaviour choices.

5. Consistency in Practice

Expectations	How will staff behave?
<ul style="list-style-type: none"> • Ready • Responsible • Safe <p>Know your part, play your part.</p>	<ul style="list-style-type: none"> • Warm and strict • Visible and vigilant • Communicating kindness

All staff, every day	Leaders
<ul style="list-style-type: none"> • Welcome learners into the Academy / AP • Refer to 'Ready, Responsible, Safe' • Model positive behaviours 	<ul style="list-style-type: none"> Recognise exemplary behaviour Ensure consistency Ensure equality and fairness

Three ways to recognise conduct that is 'over and above' *	Support beyond the classroom
<ul style="list-style-type: none"> • Recognition points • Postcard home • Positive phone call home • Going for Gold 	<ul style="list-style-type: none"> Targeted support from key staff (e.g. form tutor, pastoral mentor)

Consequences that build accountability	Alternatives to suspensions
<ul style="list-style-type: none"> • Reparation meetings • Book look with learner • Parent meeting • Pastoral sessions 	<ul style="list-style-type: none"> • Targeted intervention program • Managed move

*We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

In practice, our staff team will ensure:

- **Consistent** language; consistent response: simple and clear expectations should be reflected in all conversations about behaviour (see appendices).
- **Consistent** follow up: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent** positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent** consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent**, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- **Consistent** respect from the adults: Even in the face of disrespectful learners!
- **Consistent** models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- **Consistently** reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- **Consistent** environment: Display the quality of our school, consistent visual messages and echoes of core values with positive images of our learners.
- **Consistency** lies in the behaviour of adults and not simply in the application of procedure

All staff

- Meet and greet at the door and ensure an orderly dismissal at the end of every lesson.
- Refer to 'Ready, Responsible, Safe'.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use visible recognition throughout every lesson.
- Be calm and give 'take up time' when going through the stepped response (see appendices).
- Prevent before consequence.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are presenting with inappropriate behaviours and / or are not following the dress code.

Form / Personal Tutors

- Refer to 'Ready, Responsible, Safe'.
- Model positive behaviours and build relationships.
- Be calm and give 'take up time' when going through the stepped response (see appendices).
- Prevent before consequence.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Positively connect with learners and parents / carers.
- Be the point of contact for parents and carers of learners in allocated forms.
- Link with colleagues to ensure any concerns or positive praise are shared and relayed to the learner.

Pastoral Mentors

- Refer to 'Ready, Responsible, Safe'.
- Model positive behaviours and build relationships.
- Be calm and give 'take up time' when going through the stepped response (see appendices).
- Prevent before consequence.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are presenting with inappropriate behaviours and / or are not following the dress code.
- Visit lessons and 'hang out' to observe learners and get to see and know them in their learning environment. Ultimately to strengthen relationships.

- To encourage learners to return to lesson as the ultimate focus and to increase engagement to ensure progress.

Heads of School

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support form tutors and pastoral mentor in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

6. Definitions

6.1 Behaviour in the Academy / AP:

Learners are expected to follow our expectations of Ready, Responsible, Safe (see appendices).

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes, and for AP learners within the wider college environment.
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)

6.2 Bullying

The Anti-Bullying Alliance defines bullying as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power”.

Everyone has the right to be themselves and feel safe - don't give this power away to anyone or any group. Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber Bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Parents can expect:

- to be informed if their child is bullied in all appropriate cases,
- to be informed if their child is involved in bullying of other learners,
- the school to take appropriate action when incidents of bullying are seen or reported.

Parents may:

- be asked to come into school to discuss incidents of bullying,
- be asked to be involved in any monitoring procedures set up by the Head of School and / or the Pastoral Mentor,
- be asked to complete questionnaires to analyse the success of the bullying policy.

Learners can expect:

- to be safe from persistent bullying during their time at South and City Academy,
- to be listened to by all teachers if they report incidents of bullying,
- to receive information and advice during form time, PSHE sessions and at other times,
- appropriate action will be taken against those responsible for incidents of bullying.

Staff are expected to:

- actively discourage all forms of bullying,
- develop high quality resources on bullying for use in curriculum lessons,
- treat information provided on any incident of bullying seriously and sympathetically,
- initially to adopt a problem solving approach when incidents are reported,
- take appropriate action and/or provide information on incidents of bullying to the Pastoral Mentor
- try to facilitate meetings between the 'victim' and the 'bully' if appropriate,
- report incidents through the appropriate channels.

For further guidance in relation to bullying, staff should refer to the Anti-Bullying Policy

6.3 Off-site behaviour:

Sanctions may be applied where a learner has misbehaved off-site when representing the school. This means misbehaviour when the learner is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a learner of our school
- Sanctions may also be applied where a learner has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another learner or member of the public
 - Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of the staff member (e.g. on a school-organised trip).

7. School Support Systems

In order to support learners on their journey through South and City Academy, Staff are skilled in understanding the diverse needs of learners working with families and outside agencies to achieve the best possible outcomes. In order to effectively monitor and track the progress of our learners:

- Pastoral Mentor, EHCP Coordinator, the Attendance Officer and the Head of School meet on a weekly basis to analyse learner recognition, conduct and attendance data for all learners. This data forms the foundation of a clear decision making process leading to targeted intervention for identified learners.
- Weekly meetings take place with all school staff to assess the learning needs of learners based on attendance, punctuality and general engagement with learning.
- End of term impact reports evaluate impact against data in relation to whole school priorities. This information is scrutinised by The Faculty Director at the end of each term.

Additional support comes in different forms across the pre-16 provisions:

Teaching staff: An educational setting which actively fosters an ethos which is motivating, supportive and friendly will promote good behaviour. The following strategies, if used consistently by all staff, 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
 - Celebrating achievements
 - 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 learners express concern

EHCP Coordinator: The majority of young people with SEN will have their needs met through classroom teaching and regular assessment to monitor progress. Our EHCP Coordinator will be available to support learners who have an EHCP in various ways to include:

- Sitting in class to observe and suggest strategies to support learning
- Meeting with learners / parents / carers to discuss needs and support strategies
- Review EHCPs / learner passports to ensure information on each relevant learner with an EHCP is up to date and relevant to their specific learning needs.
- Will carry out annual reviews in line with statutory requirements.
- Ensure correct exam concessions are applied and adhered to

Pastoral Mentor: Our Pastoral mentors have overall responsibility for:

- Promoting the academic and pastoral ethos of the Academy and AP
- Providing inclusion for all learners
- Helping learners overcome social, emotional or behavioural difficulties.
- Identifying barriers to learners' learning and support in removing those barriers.
- Maintaining accurate records to measure impact and outcomes.
- Supporting learners to navigate social relationships and helping them to create strategies to help them identify their own responses to stress and

Safeguarding Triage: The Safeguarding triage team are part of the College's wider safeguarding team. Staff can meet to discuss any concerns regarding a learner with a member of the safeguarding triage team. The Faculty Director is the DSL for the Academy who can be contacted at any time should the need arise. Appropriate steps will then be taken in line with this advice.

8. Roles and Responsibilities

8.1 The SLT and the Corporation

The SLT and the Corporation will review this Behaviour Policy in conjunction with the Head of Academy and the Head of AP and monitor the policy's effectiveness, holding the head of school / AP to account for its implementation.

8.2 The Heads of Schools

The Heads of Schools:

- Are responsible for reviewing this Behaviour Policy in conjunction with the Faculty Director, giving due consideration to the pre 16 expectations, systems and processes. SLT and the Corporation will also approve this policy.
- Will ensure that the Academy / AP environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Heads of Schools will also monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of learners.
- Will ensure that this Behaviour Policy works alongside the safeguarding policy to offer learners both sanctions and support when necessary.
- Will ensure that the data from the behaviour log is reviewed on a weekly basis, to make sure that no groups of learners are being disproportionately impacted by this policy.

8. Recognition and Sanctions

8.1 Recognition

Positive behaviour will be rewarded with:

- Praise (verbal and written)
- Recognition Rewards System (Going for Gold)
- Letters or phone calls home to parents

- Praise postcards
- Special responsibilities/privileges

8.2 Sanctions

Taking Appropriate Action

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

(Refer to appendices – ‘Behaviour for Learning’ for a learner friendly version)

Description of behaviour	Possible Actions	By whom	Parental support
<p>Stage 1 (C1) Low level Misbehaviour</p> <ul style="list-style-type: none"> • Lack of attention in class/no effort in class- (not working to meet objectives or potential targets) • Mild disruptive behaviour in public spaces • Persistent defiance • Refusal to clean up after themselves • Failure to attempt/complete classwork and homework <p>Any behaviours not listed will be dealt with at the <u>discretion</u> of Teacher with support from Head Teacher</p>	<ol style="list-style-type: none"> 1. Reminder refer to RRS (appendix 2) and school values 2. Warning 3. 15 minute detention 4. Phone call home 5. Log incident on EBS 	<p>All staff</p> <p>In class behaviour only Teachers/ Cover teachers are allowed to issue detentions</p> <p>Outside of class any member of staff can give a detention</p>	<p>Discuss the issue with your child</p> <p>Discuss/meet staff and agree action</p> <p>Ensure all homework is completed</p>
<p>Stage 2 (C2) Medium Level Misbehaviour</p> <ul style="list-style-type: none"> • Repeated Level 1 behaviours • Disruptive behaviour (in class and outside of) • Walking out of lesson without permission • Consistent lack of engagement • Continued disruption- defiance • Failure to attend detention <p>Any behaviours not listed will be dealt with at the <u>discretion</u> of Teacher with support from Head Teacher</p>	<ol style="list-style-type: none"> 1. Warning 2. 30minute detention after school 3. Phone call home 4. Log incident on EBS 	<p>All staff</p> <p>In class behaviour only Teachers/ Cover teachers are allowed to issue detentions</p> <p>Outside of class any member of staff can give a detention</p>	<p>Discuss your child's behaviour</p> <p>Discuss/meet staff and agree action</p> <p>Review any previous action</p>
<p>Stage 3 (C3) High Level Misbehaviour</p> <ul style="list-style-type: none"> • Repeated Level 1 and 2 behaviours • Persistent Defiance • Swearing and abusive language used (towards others, in and around school) • Damaging school property or others belongings <p>Any behaviours not listed will be dealt with at the <u>discretion</u> of Teacher with support from Head Teacher</p>	<ol style="list-style-type: none"> 1. 1 hour detention after school 2. Urgent meeting with Head Teacher and parents 3. Weekly report issued 4. Log incident on EBS 	<p>HOS/DFH/FH</p> <p>Learner to see Head Teacher to sign report at the end of each week and discuss targets</p>	<p>Meet with SLT to discuss next steps</p>

<p><u>(C4) Non- Negotiables Suspension</u></p> <ul style="list-style-type: none"> • Refusal to hand in phone <u>(2 requests given) (1day)</u> • Violence in school <u>(3 days)</u> • Aggression towards staff <u>(3 days)</u> • Smoking <u>(3days)</u> • Dangerous items in school <u>(3 days)</u> • Bullying <u>(3 days)</u> <p>Any behaviours not listed will be dealt with at the <u>discretion</u> of the Head Teacher</p>	<ol style="list-style-type: none"> 1. Month trial <u>(report)</u> 2. Fixed Term suspension 3. Permanent exclusion 4. Potential transfer 5. Log Incident on <u>EBS</u> 6. Complete all relevant paperwork 	<p>HOS/DFH/FH/SLT</p> <p>Learner and parents to meet with <u>Head Teacher or Head of school</u> to discuss next steps</p>	<p>Meet with SLT and pastoral to discuss next steps</p>
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Action to be taken in relation to serious disciplinary matters

Over serious matters, learners must be interviewed by the Head of Schools or member of the Faculty Management Team. There must be at least two staff members present to conduct the interview. The learner should be questioned fairly and be given ample opportunity to give a response. The learner 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 learner being excluded from the Academy because of the seriousness of the event then permission needs to be sought from the Head of Schools 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 learner to attempt to find a reasonable way forward.

Stepped Response

The reminder

A reminder of the expectations for pupils Ready, Respectful, Safe delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and making it clear that there will need to be a consequence if the behaviour continues. The pupil has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices.

The micro-script

Please refer to information overleaf

The consequence

Action: Behaviour log

Single log of incident including details of the action taken (e.g. detention; call home)

Phone call home

Move seats

Behaviour or work target with clear time frame

Cool down: Pupils should only stand outside classrooms if they need to cool down and / or to defuse a situation. In general 3 minutes should be enough.

Timeout: Pupil will be sent to or ask to go to the quiet work room where they can continue to complete their work or return to class.

Reparation: Meeting at end of day, 15 minutes after form time without notification to parents.

Detention 15 / 30 / 60: After school detention for relevant duration dependent on the behaviour.

The reparation

Reparation meetings at SCA are a core part of repairing damage to trust between staff and pupils. Our reparation meetings are structured in 6 steps:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?>
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship

Staff will take responsibility for leading Reparation meetings. The Mentor or the Head will support when requested.

Visible Consistency



Culture and Ethos

- Ready
- Responsible
- Safe

Over and Above Recognition

- Praise
- Recognition points
- Postcards
- Phone call home
- Recognition Board / display

Relentless Routines

- Meet & greet at the door
- Starter activities available at the start of each lesson
- Positive relationships
- Give opportunity for pupils to modify unacceptable behaviours before logging.

Stepped Response

Always attempt to de-escalate before stepped response:

1. The reminder
2. The caution
3. The micro-script
4. The consequence
5. The reparation

The Micro-script

30 second intervention (ideally outside the classroom)

"I've noticed that..."

"You know our expectations: 'Ready; Responsible; Safe'"

"You are currently not being..."

"You have a choice now, follow the school rules and ... or I will need to ... (call home, move seats, move you to different class)"

Remember when this happened last time, this doesn't need to go any further this time.

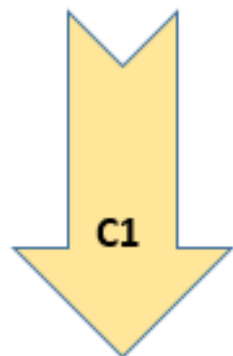
"Make the right choice."

We resist endless discussions around behaviour and spend our energy returning pupils to their learning.

The Reparation: Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

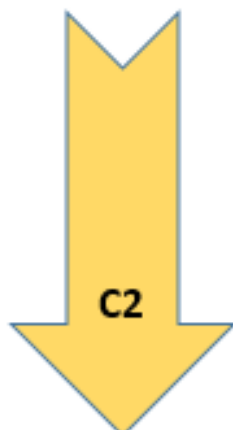
Behaviour for Learning



Your behaviour is affecting the lesson
Your behaviour is not in keeping with you school values
Your behaviour is affecting learning for both yourself and possibly others
BHVs: Lack of attention in class; Disrupting others; moving out of seat; not following instructions/requests; plus any other BHVs that are affecting the lesson.

Action

- Reminder / Micro script / school value / RRS
- Warning C1: 15 minute detention after school

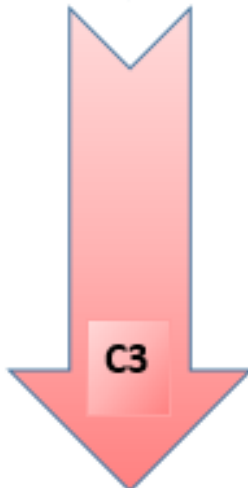


Your poor/repeated poor behaviour is affecting how productive we are in the classroom.
You have not responded reasonably to our request to behave appropriately

BHVs: Repeated Level 1 behaviours, disruptive behaviour (in class and outside of); Walking out of lesson without permission; Consistent lack of engagement; Continued disruption- defiance; Failure to attend detention; Mild disruptive behaviour in public spaces; Persistent defiance; Refusal to clean up after themselves ; Failure to attempt/complete classwork and homework

Actions:

- C2: 30 minute detention after school
- Phone call / email home



Your actions have made it necessary to have you removed from the lesson so others can progress.

BHVs: Repeated level 1 and level 2 behaviours; persistent deviance; swearing and abusive language used towards others in and around school; damaging school property or others belongings. Any behaviours not listed will be dealt with at the discretion of the Teacher with support from the Head teacher

Actions:

- C3: One hour detention after school
- Phone call / email home
- One week on report



Non Negotiable Choices: AUTOMATIC SUSPENSIONS
 Refusal to hand in phone (2 requests given) = Automatic 1 day suspension
 Violence in school = Automatic 3 day suspension
 Aggression towards staff = Automatic 3 day suspension
 Smoking / vaping = Automatic 3 day suspension
 Dangerous items in school = Automatic 3 day suspension
 Bullying = Automatic 3 day suspension

Choices not listed will be dealt with at the discretion of the Head teacher.