



Behaviour for Learning Policy

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The Bulwell Academy – Behaviour for Learning Policy (June 2017)

Policy Title:	Behaviour for Learning
Policy Reference:	Bulwell Academy / Staff
Description:	This document sets out the aims and methods towards promoting the highest standards of behaviour for learning throughout the Academy.
Status:	Statutory
Category:	Academy
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Other relevant Bulwell Academy policies:	None
Adopted by the Governing Board on:	
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Behaviour for Learning Policy

1. Aims of the Policy

The vision for the Bulwell Academy is that ‘everyone achieves’. To ensure the vision is achieved, the Academy seeks high standards of teaching for students within a safe, positive and supportive climate for learning. This policy outlines the processes in place to enable all students and staff feel valued and safe in the Academy.

The Bulwell Academy is an inclusive school which will make appropriate reasonable adjustments in accordance with advice from the Special Educational Needs Co-ordinator and reflects the Special Education Needs & Disabilities Codes of Practice, Children & Families Act 2014.

2. Expectations of behaviour & personal presentation

We expect all of our students to follow the [‘Behaviour 1-2-3’](#) system that is clearly displayed around the Academy. The ‘Behaviour 1-2-3’ process can be found at the end of this policy (Annex 1). All staff are encouraged to reinforce and promote good behaviour through a simple system of rewards to include;

- Verbal praise
- Positive “Class Charts” points issued in lessons
- Badges
- Well done postcards handed out to students or sent home
- Positive phone calls home
- Positive letters home
- Notifications in assemblies
- Trips
- Prizes
- Year group awards
- Celebrate Success Evening
- Principal commendations
- Senior Vice Principal commendations

The Bulwell Academy working and learning environment is one whereby people are polite, cooperative and help others, everyone shows respect to each other and is free from intimidation enabling a safe, orderly, tidy and pleasant environment.

2a Adults in school

Students should be courteous towards all adults in school. They are expected to hold open doors, to stand to one side and allow adults through before themselves. This is conduct that adults should also model to students so that the mutual respect required within a school community can be evident.

3. Code of Conduct

We will encourage students to:

- Treat everyone with respect whether a student, member of staff or visitor.
- Be courteous at all times.
- Show that you care, can be trusted and be truthful at all times

- Have self-respect and do nothing to put yourself or others at risk.
- Walk sensibly and quietly, keeping to the left in corridors is safe and expected.
- Any form of bullying, verbal or physical, is totally unacceptable.
- Fighting and “play” fighting causes injury to others and is NEVER allowed.
- Take pride in ourselves and our school.

3a Daily conduct

On a daily basis staff will encourage and on occasion insist that students:

- Respect and celebrate the achievements of all members of our school community
- Be on time to registration and to lessons
- Work with purpose for the whole lesson
- Always show respect for other students who are working
- Raise your hand if you need help
- Always show respect for your teacher and other adults and the equipment you are using in their lesson
- Keep all parts of our school clean and tidy

3b Corridor Behaviour

Students must walk in a quiet and orderly manner in the corridors. They must go straight to their next lesson and not wait for others or congregate. All staff have a collective responsibility for ensuring orderly behaviour in the corridors. Students and staff are asked, in the interests of safety, to walk calmly in the corridors, paying due care and respect to others.

3c Entry to classrooms/start of lessons

The Academy regard a smooth start to learning as vital if learners are to make progress during the lesson and we insist on the following:

- Teachers will be at the classroom door to welcome students to their lesson.
- Entry to classrooms should be calm and orderly.
- On seating students should take out pens, pencils, books, planners and any other equipment necessary for the lesson.
- Students should independently begin work on the starter activity.

3d End of lesson/Dismissal

- Equipment and books should be put away prior to dismissal.
- No student is allowed to leave a lesson before the teacher has checked that the room is tidy.
- On dismissal, students should leave in a quiet and orderly fashion with their uniform looking smart.

3e Conduct to and from the Academy/representing the Academy on school trips/visits

The Bulwell Academy takes its reputation very seriously and expects students to be good citizens. Smoking, use of drugs and any anti-social behaviour by students when they are travelling to and from the Academy will warrant a sanction to support and maintain our high expectations. If a student is off-site on an Academy-led activity, the expectation for their behaviour is that their conduct should be exemplary.

4. Banned items from the Academy

4a Drugs, knives and weapons

The Academy has a zero tolerance towards the possession or supply of drugs, knives or weapons on school premises, at alternative provision, during school trips and in the community. For the purposes of clarification:

- knife refers to any bladed object; this includes penknives, scalpel blades, craft knives etc.
- weapon is defined as any article made or adapted for the use of causing injury
- drugs refer to illegal drugs, 'legal highs' and any related paraphernalia

Where an item is suspected of falling into one of these categories, following suitable enquiry, the Principal's decision will be final.

Any student found to have possessed, or found to have been involved in the supply or sale of knives, weapons or drugs, irrespective of quantity; **will** be subject to permanent exclusion from the Academy. In such cases the Academy reserves the right to involve the Police as is deemed necessary.

4b Mobile phones/other electronic equipment

Mobile phones, headphones and other electronic equipment should not be brought on to The Bulwell Academy site but, if parents deem their use to be essential they must be switched off and put away during school hours and when students are on the school premises. This includes lunch and break times and after school sessions.

It is strongly recommended that such items are left at home and if they are seen on the academy campus they will be confiscated and returned at the end of the day. If a student repeatedly disobeys this rule, then a meeting with parents will be arranged. Students are not permitted to take pictures or video on site without prior permission from the Principal. The Academy takes cyber bullying very seriously and any student that uses equipment to video or takes pictures of other students and post them on social media will be dealt with, with an appropriate sanction.

4c Chewing Gum

Discarded chewing gum is a health hazard when left where others hands might make contact with it and it becomes a drain on finances. It can result in damaged uniform, damaged carpets and hours of work required to remove it from paving and tarmac.

Chewing gum is banned from the Academy site. If any student chooses to ignore this rule they will be sent to the Principal who will contact parents to secure support in eliminating the problem. Repeat offenders can expect an escalation of the behaviour sanctions and an appearance before the governors to explain their actions.

5. Sanctions for unacceptable behaviour

We recognise that rewards and sanctions need to be given with regard to each situation and individual. All students are expected to follow the Academy rules and if they choose not to, we follow a simple system of three warnings. If after the warnings the behaviour is still unacceptable a sanction will be given.

To give clarification, sanctions to address unacceptable behaviour within the Academy environment include:

- Moving a student to an alternative seat
- A change of seating plan to ensure curriculum access is promoted
- Contacting parents/carers
- Isolation at lunches and breaks
- 30 minute, 45 minute and 60 minute detentions given by a member of staff linked to the behaviour and detention pathways
- Isolation from peers using Year Group Isolation
- Internal Exclusion from peers for a fixed period of time followed by a review meeting with a senior member of staff and/or a Governor
- Fixed Term Exclusion for a fixed period of time followed by a review meeting with a senior member of staff and/or a Governor
- Permanent exclusion. This is only used as a last resort when all other sanctions have been applied and/or in extreme cases where the safety of others is put at risk. Any student caught in possession of and/or selling drugs or in possession of an offensive weapon on Academy premises will be permanently excluded.

Loss of learning due to sanctions will be supported in both year group isolation and internal exclusion by the student being required to complete subject specific work. Where a student is Fixed Term Excluded they will receive work from school and will have access to their EdLounge account which will allow them to work online from home.

In order to support students with developing positive behaviours there a number of strategies that the Academy will use to include:

- Contact with home
- Report cards
- Time out card
- Family involvement
- Review meetings with tutor/subject teacher/vice principal
- Support and interventions from the Inclusion team
- Modified timetable
- Internal exclusion
- Formal letters home
- A governors warning meeting
- Pre-permanent exclusion meeting

5a Report Cards

Report Cards are used to monitor students conduct. There are three progressive stages of report card – Green, Amber and Red. Judgements on report cards are restricted to one essential question that staff are asked to consider in completing their assessment of a student for that lesson, “has the student shown appropriate conduct”?

Green and Amber reports are issued and monitored solely by Year Team Leaders for multiple reports of concerns from subject teachers or serious incidents of inappropriate conduct. Students should report to the designated member of staff at both lunchtime and the end of each day. The report will be signed and any comments noted. Parents are asked to check the report every night and sign accordingly. The purpose is to ensure that students are closely monitored, supported and counselled and that poor behaviour is rectified immediately. Students would normally be placed on

each report card for a period of 1 week, but this may be longer if deemed necessary. Parents can request the monitoring of their child through this system.

Red reports are monitored in the same way as the amber report card. Red report cards are always issued to students who have been placed in internal exclusion. Students who have received fixed term exclusion will be placed on a Red report card upon their readmission to school. Again, students would normally be placed on red report card for a period of 1 week, but this may be longer if deemed necessary. Parents can request the monitoring of their child through this system.

If a student fails on a Red report card the Academy would then be moving towards fixed term exclusion, a governors warning meeting followed by a pre-permanent exclusion meeting.

5b Use of reasonable force

Every measure and option will be explored before using 'reasonable force'. All members of staff have the legal right to use reasonable force. Reasonable force may be used as a last resort in the following situations:

- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- To restrain a pupil at risk of harming themselves through physical outbursts.

Where necessary reasonable force may also be used to conduct a search for prohibited items, these include;

- Weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks/incendiary devices
- Inappropriate images
- Any article that has been used or is likely to be used to commit an offence, cause personal injury or damage to property

Upon discovery, prohibited items will be confiscated and, where deemed appropriate, disposed of under the supervision of the Principal. Students found in possession of prohibited items, or involved in their distribution, may be subject to permanent exclusion from the Academy (**see section on drugs, knives and weapons**) as per the policy.

Reasonable force will not be used as a punishment. The Academy follows a supportive approach to protective searching with clear guidelines and, recording and reporting mechanisms.

5c Supportive strategies

The Academy uses a range of supportive strategies to modify and improve student behaviours. These strategies are aimed at reducing the number of students at risk of failing to access education (i.e., those on the Pupils at Risk register) and to enable them access to appropriate learning. These strategies include:

- A Risk Assessment being carried out to ensure support is directed or guidance given to keep all people safe.

- Pupil At Risk Register - mentoring to support social, emotional and academic achievement, this is on an individual or small group basis.
- Interventions can be used to meet student's needs; these can be for, social, emotional and academic reasons.
- Managed Moves to enable a fresh start in another Nottingham City secondary setting.
- Alternative Provision placements can be arranged to support students in a bespoke curriculum offer and to support emotional and social needs further enabling access to further study or employment.

6. Late Policy

The first lesson of the day starts promptly at 8.30 am. Students are expected to be seated in their classroom and ready to start for this time. In order to ensure lessons, start promptly, it is recommended that students arrive no later than 8.25 am. Late arrival to lessons causes disruption to the lessons of other students and can be avoided in most cases by better time keeping and self-organisation.

If a student is late they must sign in with the "late gate" team to obtain their mark. If they are late up to 30 minutes, then they receive a 30 minute "same day" detention. If they are late beyond 30 minutes they receive a 60-minute detention on the day. Persistent latecomers will be subject to further sanctions.

7. Dress Code

Students in Years 7 to 11 are expected to wear their Academy uniform with pride and look smart at all times. Failure to meet the standards expected can result in application of sanctions. When compromise is reached students can expect to be sent home to change or attend the Internal Exclusion Unit until the matter is resolved.

Students in the sixth form will dress to smart casual standards with the code of acceptable and unacceptable attire shared with them. The Head of sixth form will challenge and advise students on an adult basis when occasion arises.

8. Bullying

Please refer to our separate [Anti-Bullying Policy](#) which outlines in detail how the Academy deals with bullying.

Reviewed by: R Derry, Senior Vice Principal
Date: June 2017

Annex I - Behaviour I-2-3

Green Stage I		
I.1 First Warning	I.2 Second Warning	I.3 Third and Final Warning
<ul style="list-style-type: none"> • Low level disruption that needs to be challenged by the classroom teacher, for example: <ul style="list-style-type: none"> - Low level disruption of learning through chatting - Failure to engage with work or poor effort - Failure to follow instructions - Disrespect to students and property • Do not log a first warning but warn students about the next steps of Behaviour I 2 3 should their behaviour not improve. • For lack of equipment for learning, log this on Class Charts and issue a 30 minute (B1) detention. 	<ul style="list-style-type: none"> • If low level disruption continues the class teacher reminds the student about their behaviour and issues a second warning. • Where possible the class teacher moves the student(s) to another seat. • The incident is recorded on Class Charts. 	<ul style="list-style-type: none"> • If the behaviour continues a third warning is issued which is logged on Class Charts. • A 30 minute (B1) detention should be issued for after school the following day where possible and contact home should be made. This should be logged on Class Charts. • If, after a third warning, the disruption continues the student should be removed from this lesson and moved to colleague support. • When students are removed to colleague support they should go with a restorative justice card detailing the warnings issued. • This should be recorded on Class Charts as “removed to colleague support”. • A 45 minute (B2) detention should be issued by the classroom teacher for the following day where possible and contact home should be made. This should be logged on Class Charts.
<p>Teachers and support staff: please log the final stage only whether that is second or third warning. If a third warning fails then use and log colleague support.</p>		

Intervention strategies to promote the correct climate for learning:

- Change seating arrangement.
- Provide reflection time (outside of the class if needed).
- Use praise.
- Have a quiet conversation at the door.
- Agree expectations and targets at the door.
- Ask the student to write statement about the problem/discuss solutions and ways forward.
- Compromise with work: new expectation, repeat work.
- Keep students behind at break & lunch.

Classroom Teacher Responsibilities:

- Plan for positive behaviour.
- Meet and greet students for a controlled entrance.
- Reward students for positive behaviour, work and attitude to learning every lesson.
- Use inclusive planning grids and seating plans.
- Escort students to and from break and lunch times.
- Record any behaviour incidents on Class Charts with the sanction applied.
- Issue detentions and record incident on Class Charts. Follow the detention pathway for non-attendance and failed detentions.
- Raise any persistent issues with your T&LL/VP Subject.
- Implement sanctions in response to a negative behaviour.
- Be consistent with your rewards and sanctions.
- Complete Restorative Justice cards with any pupil removed to Colleague Support or Year Group Isolation.
- Keep in regular contact with parents.

VP and T&LL Responsibilities:

- Ensure there is a member of staff to positively manage students into blocks at lesson changeovers.
- Ensure all staff are at their doors ready to greet students.
- Ensure a colleague support timetable is arranged and displayed/known by all teachers.
- Support members of staff with any behaviour issues.
- Refer any repeat offenders to the Vice Principal in charge of the year group and cc in SENCO if needed.
- Ensure appropriate sanctions are implemented in response to student behaviour.

- Monitor the setting of detentions to highlight repeat offenders. Support teachers with addressing these issues.

Amber Stage 2		
2.1 Intervention by T&LL/VP Subject	2.2 Removal to Year Group Isolation	2.3 Year Group Isolation
<ul style="list-style-type: none"> • If the student has failed to behave in an acceptable way after the 3 warnings given by the teacher then they should be placed into colleague support and a 45 minute (B2) detention given by classroom teacher. • These should both be logged on Class Charts and parents notified of when the detention will take place. • The student should bring their completed Restorative Justice card with them. • If the student continues to disrupt the lesson of the colleague support teacher or they continue to refuse instructions then they should be referred to Year Group Isolation. 	<ul style="list-style-type: none"> • If colleague support has failed or the behaviour is one of the following: <ul style="list-style-type: none"> - Defiance - Verbal abuse - Physical aggression • The student should be escorted to the Vice Principal/Assistant Principal/Teaching and Learning Leader responsible for the subject area and then placed in Year Group Isolation with their Restorative Justice card. A 45 minute (B2) detention should be issued by classroom teacher. This should be logged on Class Charts and parents should be notified. • The student is escorted to Year Group Isolation by a member of staff. 	<ul style="list-style-type: none"> • The student remains in Year Group Isolation for the remainder of the school day. • The school day in Year Group Isolation finishes 10 minutes after the normal finish time. • The staff member in Year Group Isolation logs the incident on Class Charts as “Sent to Year Group Isolation”. • The student’s classroom teacher should then go to YGI for a restorative justice conversation at the end of the school day.

Vice Principal subject area and Teaching & Learning Leader responsibilities

- Ensure a colleague support timetable is arranged and displayed/known by all teachers.
- Regularly carry out learning walks.
- Support members of staff with any behaviour issues.
- Ensure there is a member of staff to positively manage students into blocks at lesson changeovers.
- Ensure all staff are at their doors ready to greet students.
- Ensure staff are escorting students to and from break and lunch times.
- Ensure there is a member of staff to positively manage students into blocks.
- Monitor colleague support and sanction where appropriate.
- Arrange meetings with parents with any students who repeatedly cause problems in the subject area.
- After departmental strategies have been exhausted refer any repeat offenders to the VP in charge of the year group.

Vice Principal year group responsibilities

- Monitor year group entries into Year Group Isolation.
- Ensure behaviour incidents are investigated formally and appropriate statements are taken.
- Implement pro-active and re-active strategies to support students.
- Ensure regular contact with parents.
- Communicate behaviour information to students in assemblies on a regular basis.

Red stage 3		
3.1 Concern at Year Groups	3.2 Internal Exclusion – authorised by VP KS/Principal/SVP	3.3 External Exclusion authorised by Principal/SVP
<ul style="list-style-type: none"> • Concern at year group level triggers level 1 and level 2 interventions. • Meetings with parents are implemented. • Year group detentions are implemented. • Pre-arranged Year Group Isolation is considered. 	<ul style="list-style-type: none"> • If all other steps have failed or an incident is serious enough then students can be issued with an internal exclusion for a set number of days (depending on the situation). • A reintegration meeting will then take place with the year group Vice Principal or Head of Year and their year manager. • Interventions are discussed with Inclusion where necessary. 	<ul style="list-style-type: none"> • If all other steps have failed or the incident is serious enough then a fixed term exclusion is authorised. • A fixed term exclusion is arranged by the year group Vice Principal or Head of Year with the agreement of the Principal/Senior Vice Principal. • A reintegration meeting will then take place with the year group Vice Principal or Head of Year and their year manager. If necessary the meeting will also involve the Senior Vice Principal. • Prior to reintegration meeting interventions and support will need to be discussed. • Interventions are discussed with Inclusion where necessary. • Involvement of the Principal may be needed if the incident is serious enough.

Vice Principal year group responsibilities

- Regular meetings with Year Team to discuss students causing concern.
- Regular meetings with Inclusion to discuss interventions and any issues refer students to panel.
- Attend behaviour panel meetings with the Senior Vice Principal to discuss students causing concern.
- Implement and monitor the use of report cards.
- Attend reintegration meetings and plan interventions with Inclusion.
- Monitor Year Group Isolation on a regular basis.

Vice Principal Inclusion responsibilities

- Ensure Vice Principals get all relevant paperwork related to the students in their year group.
- Attend reintegration meetings when suitable representative from the inclusion team is required.
- Meet regularly with Inclusion Behaviour Strategy team to discuss students on the PAR Register, responsible for PAR Level 0, 3, 4 and 5 students.
- Meet regularly with Vice Principals from a SEN/D/Inclusion perspective (termly).
- Monitor Internal Exclusions and Fixed Term Exclusions for Inclusion students.
- Preparation and maintain overview of exclusion data and records for SLT.
- Co-chair behaviour panel with Senior Vice Principal.
- Line manage Internal Exclusion and staff linked to the behaviour pathway through Inclusion.
- Oversee the targeted interventions linked to PAR register students.

Senior Vice Principal

- Meet regularly with year group Vice Principals to discuss students in their year group.
- Monitor Class Charts, Year Group Isolation, Internal Exclusions and Fixed Term Exclusions.
- Support the Vice Principals and Heads of Year in the management of their year groups.
- Chair behaviour panel meetings for year groups.
- Overview for year groups and vulnerable groups.
- Line management overview of year group isolation room.
- Responsible for PAR Register Level 1 & 2 students.