

## Behaviour and Discipline Policy

### KEY PRINCIPLES

1.1 This policy has been written using Department of Education guidance (February 2014). This behaviour and discipline policy underpins education at Bournville School. Academy staff, students and parents/carers will be made aware of the high standards of behaviour expected of all students at all times. The behaviour and discipline policy is supported by senior staff, the Head of Academy and the Academy Association.

1.2. Bournville School expects a very high standard of behaviour from all students at all times, this means following instructions 'first time, every time'. Any staff making a reasonable request for a student to follow the academy rules will expect students to comply first time, every time. Failure to do so will result in serious consequences. It is hoped that by encouraging students to adopt caring and responsible attitudes at the academy, that this will, in turn, promote good behaviour from them at all times. All students are expected to show consideration for other people both in the academy and in the community at all times. The academy also expects all students to be vigilant and to report any incidents of bullying and discrimination.

1.3. Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The following statements underpin the policy:

1.3.1. The authority also applies to all paid staff with responsibility for students, such as teaching assistants.

1.3.2. Teachers can discipline students at any time the student is in the academy or elsewhere under the charge of a teacher, including on academy visits.

1.3.3. Teachers have the authority to impose detention outside academy hours.

1.3.4. Teachers can confiscate students' property.



1.4. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the academy policy, procedure and expectation.

1.5. The behaviour policy acknowledges the academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).

## **2. The Importance of Excellent Behaviour and Discipline**

2.1. Bournville School believes that students must dedicate themselves to behave excellently for effective teaching and learning to take place. We expect all lessons to start in silence and to end in an orderly fashion (see above poster)

2.2. The aims of this policy are:

2.2.1. To create a caring and safe learning environment free from disruption, violence, bullying and any form of harassment.

2.2.2. To promote self-esteem and pride, self-discipline, proper regard for authority and respect for all through 6 clear habits:

- **Always on task and learning**
- **Always meeting deadlines**
- **Always on time**
- **Always smart**
- **Always ready and equipped**
- **Always courteous and respectful to all**

2.2.3. To ensure that all students and staff at Bournville understand the rationale and accept a common responsibility for maintaining good discipline in the academy and in the Community and promote behaviours to instil the habits above.

2.2.4. To provide good adult and peer role models of caring, co-operative behaviour so that purposeful learning opportunities are available for all students.

2.2.5. To reinforce positive attitudes to the academy's expectations of good discipline.

2.2.6. To ensure students are thoughtful, caring and active citizens in the academy and in wider society.

2.3. It is our belief that the success of this policy depends very much on all staff, students and parents/carers being involved in the effort to maintain high standards of discipline at Bournville School and in the community. This will entail all parties enforcing the procedures; all have a responsibility to maintain good behaviour; to ignore misbehaviour is to condone it.

## **3. Griffin Rewards**

3.1. It is the academy's belief that the key to high standards of behaviour and self-discipline is through positive reward. Rewards are much more effective in ensuring good behaviour than anything else.

Students who are well behaved, well-motivated and include themselves fully in academy life should be rewarded. We operate a 'Griffin' reward system at the academy. A full list of rewards is available on our website and can be viewed online at <http://www.bournvilleschool.org/319/rewards-griffins-stickers>. This is a system where students are rewarded for their exceptional effort and work ethic in school. The 'Griffin' stickers they receive are accumulated and are worth varying level of points. The points are then used to acknowledge the students using certificates, gain blazer badges, participation at the bi-annual rewards evenings, recognising effort and achievement.

In the Primary Provision the principal reward mechanism is the 'Gold Star'. Students are moved onto the 'gold star' in each classroom by displaying excellent behaviours aligned to our values and are rewarded at the end of the day with 'praise postcard' and a gold star sticker to reflect this. Each class also awards 'Stars of the Week' certificates in Friday assemblies based on values-led behaviours. This information for 'Star of the Week' is shared with parents through 'In the Know'.

#### **4. Sanctions/Consequences**

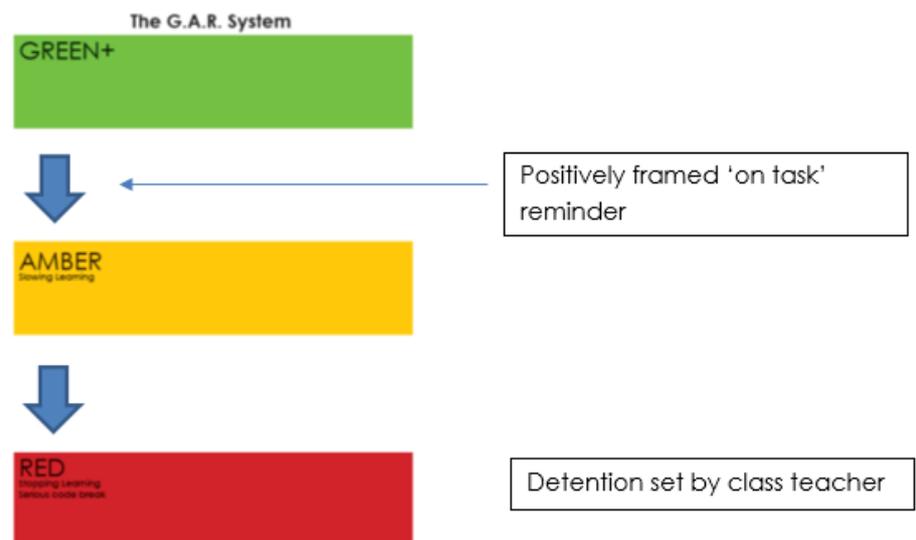
4.1. Students whose behaviour is unacceptable or inappropriate must accept the consequences of that behaviour. Certain actions will lead to certain consequences. Each classroom has a clear poster for procedures to ultimately sanction behaviour that 'crosses the red line' and impacts on learning (see right)

4.2. Sanctions can include intervention at any stage by the following:

- 4.2.1. Subject Teacher
- 4.2.2. Faculty Leader/Subject Leader
- 4.2.3. Student Progress Leader
- 4.2.4. Student Support Officer
- 4.2.5. Assistant Head Teacher
- 4.2.6. Deputy Head Teacher
- 4.2.7. Head of Academy
- 4.2.8. Academy Association

4.3. Specific interventions can include:

- 4.3.1. Academy report (see Step System below)



#### 4.3.2. Detentions

##### 4.3.2.1. Same day Detentions

##### 4.3.2.2. Lunchtime Detentions

##### 4.3.2.3. Saturday Detentions

#### 4.3.3. Removal From Lesson

#### 4.3.4. Parental meeting

#### 4.3.5. Use of Internal Exclusion

#### 4.3.6. Alternative Provision

#### 4.3.7. Improving Behaviour Courses (on-site and off-site)

4.3.8.1. Once removed to internal exclusion any students who fail to follow instructions will be issued with a Fixed Term Exclusion.

#### 4.3.9. Fixed Term exclusions

#### 4.3.10 Behaviour Panel with senior staff or Associates (see Step System)

#### 4.3.11. Academy Association review meetings

#### 4.3.12. Permanent Exclusion.

4.4. This list is not exhaustive and other sanctions and interventions may be used as appropriate.

4.5 In the Primary Provision, pupils follow the G.A.R system but can move back up in order to encourage reflection on behaviour and making positive choices ultimately leading to embedded positive behaviour patterns.

4.6 All pupils are to begin the morning and afternoon session on green.

4.7 Pupils move their own name on to the appropriate colour to take ownership of their behaviour choices.

4.8 If moved down, pupils are given five minutes to enable them to make positive behaviour choices to move back up.

4.9 If a pupil reaches red, the pupil will sit on the red chair for five minutes to reflect on their behaviour choices. This chair is located away from other pupils within the classroom.

4.10 The pupil will re-join the lesson and given five minutes to make better behaviour choices to move back up the G.A.R System.

4.11 If a pupil cannot make the right choice to move from red to amber, they must be given another five minutes on the red chair to reflect again; then given five minutes again to try and move up to amber.

4.12 If a pupil cannot make the right choice to get off red, they can be sent to a senior member of staff for 10 further minutes of time out in order for the member of SLT to discuss the pupil's behaviour choices.

- 4.13 For those pupils who struggle with making the right behaviour choice, individual behaviour plans will be written with personalised strategies to use.
- 4.14 Parents to be notified by the class teacher if their child goes on to red.
- 4.15 If a pupil is seen by a member of SLT, they will then notify the parent.
- 4.16 Staff are to record at the end of each day pupils who have been on red. This must be passed on to the phase leader.

## **5. Detaining Students**

- 5.1. Each student whose behaviours 'cross the red line' or those who receive two 'amber' warnings over the course of a day before 1.50pm will be issued with a same day detention that evening.
- 5.2. A detention issued after 1.30pm will result in a detention the following evening.
- 5.3 Any student late to the academy can be set a 1 hour same day detention
- 5.4 Any student unreasonably late to lesson twice or more in a week can be issued with a 1 hour same day detention
- 5.4. Failure to attend a detention when a student is present in the academy is a serious matter and will lead to further consequences and sanctions.
- 5.5 Staff who set detentions are expected to attend to meet with students for restorative conversations, with students given the opportunity to reflect on and to work out how to amend behaviours to ensure future successful lessons. These reflections are passed to their form tutor.

## **6. The Use of Force to Restrain Students**

- 6.1. All members of Bournville School staff have a legal power to use reasonable force. This power applies to any member of staff at Bournville. It can also apply to people whom the Head of Academy has temporarily put in charge of students such as unpaid volunteers or parents/carers accompanying students on an academy organised visit. Reasonable force can be used at Bournville to prevent students from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 6.2. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
- 6.3. Staff at Bournville can use reasonable force to:
- 6.3.1. Remove a disruptive student from the classroom where he/she has refused to follow an instruction to do so;
- 6.3.2. Prevent a student behaving in a way that disrupts an academy event or an academy trip or visit;

6.3.3. Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

6.3.4. Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;

6.3.5. Restrain a student at risk of harming themselves through physical outbursts.

6.3.6. Prevent damage to academy property.

6.4. Staff at Bournville cannot:

6.4.1. Use force as a punishment – it is always unlawful to use force as a punishment.

## **7. The use of internal Exclusion**

7.1. Whilst in internal exclusion a student is removed from timetabled lessons and/or break times. Internal exclusion is a sanction only issued by Senior Staff at Bournville School. If a student receives this sanction their parents/carers are immediately informed. Whilst in internal exclusion, the room manager will source work for the individual that relates directly to the curriculum of the student and the student will be supervised whilst the work is completed.

7.2. In internal exclusion, students will receive a break and lunch at other times than the rest of the academy and will be permitted other convenience breaks as decided by the Internal Exclusion manager

7.3 In the Primary Provision pupils who are removed from their lesson will spend ten minutes with a member of SLT in order to reflect and discuss their behaviour choices and what they should choose in the future. If longer is needed, pupils will be given this but always with a view that the pupil will go back into their classroom.

7.4 Pupils who need longer periods away from the classroom will have a personalised behaviour programme with further strategies.

## **8. The power to search and confiscate student property**

8.1. Bournville School staff can search a student for any item if the student agrees. The Head of Academy and staff, authorised by the Head of Academy, have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

8.1.1. Knives or weapons

8.1.2. Alcohol

8.1.3. Illegal drugs

8.1.4. Stolen items

8.1.5. Tobacco and cigarette papers

8.1.6. Fireworks

8.1.7. Pornographic images;

8.1.8. Any article that the member of staff 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 student).

8.2. Any member of staff conducting a search must be the same sex as the student being searched;

and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex to them and without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

8.3. Bournville staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

8.4. Further guidance regarding the power to search and confiscate student property can be found in the Department for Education (DfE) guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279245/searching\\_screening\\_confiscation\\_advice\\_feb14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf)

## **9. The Role of Parents/Carers (Home/School Partnership)**

9.1. In order for our principles to work and for us to succeed in meeting the aims of this policy, the academy and parents/carers must work in partnership to encourage good behaviour at all times.

## **10. Working with Outside Agencies**

10.1. There is a need to involve the expertise and support of people outside Bournville School when a student's behaviour continues to be a cause for concern. In these cases, parents/carers will always be contacted first to discuss the need for external support. The following are agencies the academy can enlist support from, appropriate to the student's needs:

10.1.1. Education Welfare Service

10.1.2. Behaviour Support Service

10.1.3. Educational Psychologist

10.1.4. Educational Social Worker

10.1.5. Child and Adolescent Mental Health Service (CAMHS)

10.1.6. Home teaching service

10.1.7. Integrated Family Support Team

#### 10.1.8. Children's Services

10.2. This is not an exhaustive list and there are a number of other agencies that we may approach for support, depending upon the nature of the child's difficulties. Bournville School works in cooperation with West Midlands Police and may engage the support of the School Police Liaison Officer, when appropriate. In the event of a crime or suspected crime we may share information with the police.

### **11. Students' conduct outside the academy gate**

11.1. Subject to the behaviour policy, teachers may discipline students for misbehaviour when the student is:

11.1.1. Taking part in any academy-organised or academy-related activity;

11.1.2. Travelling to or from the academy;

11.1.3. Wearing the academy uniform;

11.1.4. In some other way identifiable as a student at the academy.

11.2. In addition to the above, misbehaviour at any time, whether or not the conditions above apply, that:

11.2.1. Could have repercussions for the orderly running of the academy;

11.2.2. Poses a threat to another student or member of the public;

11.2.3. Could adversely affect the reputation of the academy;

will be disciplined.

### **12. Students' Personal Presentation and Property**

12.1. Uniform – all students must conform to the academy uniform code which is available online at [http://www.bournvilleschool.org/uploads/asset\\_file/3\\_0\\_uniform-standards-may-2016.pdf](http://www.bournvilleschool.org/uploads/asset_file/3_0_uniform-standards-may-2016.pdf)

12.2. Jewellery – no jewellery is permitted apart from one stud earring in each ear and a wrist watch.

12.3. Haircuts – extreme haircuts or colours are not permitted in the academy.

#### **12.4. Mobile Phones**

12.4.1. Mobile phones should be turned off and out of sight from the moment a student enters the academy premises until they are outside the academy premises at the end of the day.

12.4.2. Mobile phones may not be used at any time of the academy day.

12.4.3. Students whose phones are visible or are not turned off can expect them to be confiscated and parents/carers will be asked to collect from reception.

12.4.4. Students who continually flout this rule will be banned from bringing their mobile phone to the academy and parents/carers will be invited to discuss this with the Head of Academy.

### **13. Malicious accusations against academy staff**

13.1. If a current student makes an accusation against any member of Bournville School staff that is proved to be malicious, the Head of Academy will consider whether any disciplinary action is appropriate against the student who made it. If accusations are made by someone who is not a student or is not associated with the Academy then the police may be asked to consider whether any action might be appropriate.

### **14. Step System In The Secondary School**

14.1 Bournville School operates a clear step system that includes triggers and protocols in terms of the escalation of monitoring and sanctions with students. Form tutors and pastoral staff are responsible for the overseeing of this system and the reporting back to senior leaders. The system revolves around how many occasions students' behaviours have crossed the red line. The table below outlines procedures with Appendix 1 outlining in full.

<b>Step</b>	<b>Cause</b>	<b>Action</b>
<b>One</b>	<b>5 Detentions</b>	Phone call home by form tutor and further informal monitoring liaising with SSO
<b>Two</b>	<b>10 Detentions</b>	Follow-up phonecall by tutor and formal report to tutor for 3 weeks.
	<b>Failure of Tutor Report after initial 3 weeks</b>	Phone call home by tutor to inform of outcome of monitoring report and next step (targets reviewed and repeat report for 3 weeks)
<b>Three</b>	<b>Failure of Tutor Report</b>	Parental meeting with SSO and SPL and formal monitoring report to SPL. Step 3 notification letter sent to formally notify.
	<b>Failure of SPL Report after 2 weeks</b>	Phone call home by SPL to inform of outcome of monitoring report and next step.
<b>Four</b>	<b>Failure of SPL Report</b>	Parental meeting with SLT to consider actions to further support students. On report to SLT. Step 4 notification letter sent.
	<b>Failure of Senior Staff Report after 2 weeks</b>	Parental meeting to discuss options and provision at Bournville and/or managed move to another school.

This document also links to the following policies:

- E-Safety Policy
- Acceptable Use of ICT Policy
- Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Attendance Policy



## Appendix 1: Referral Pyramid

### REFERRAL PYRAMID

To give students, staff and parents a clear guideline to the stages of behaviour and the support available in school .

Students may move to any stage as deemed necessary providing initial support , intervention and parental engagement has been initiated.

Students can also be invited to Behaviour Panel to expedite steps.

