



**Behaviour Policy
Bournville Academy
Part of Fairfax Multi-
Academy Trust October
2021**

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Scope of the Policy

This policy should be read in conjunction with the following School policies:

- Safeguarding Policy
- Exclusions Policy
- Anti-Bullying Policy
- SEND Policy
- E-Safety
- Use of Control and Reasonable Force
- Attendance
- ICT Acceptable Use
- Complaints
- Equality and Diversity Policy
- Alternative Provision Policy
- Bournville School Prospectus and Induction Booklet

1. Introduction

Bournville School aims to provide the highest quality education by maintaining a disciplined, caring environment in which teachers can teach and pupils can learn. Our Behaviour Policy rests on a set of shared values:

- The right of all members of the School and wider community to be treated with dignity and respect
- The right of all members of the School and wider community to work in a clean, well- resourced and well-cared for physical environment
- The right of all members of the School and wider community to be safe and secure at all times from any threat to their personal well-being

The most important principle of our Behaviour Policy is that we should all treat each other as we ourselves would wish to be treated. We are committed to the FMAT Trust core values of inclusion and partnership. We encourage respect for everyone as an individual, making sure our words and actions do not cause inconvenience or offence to anyone. We aim to work with each other to build and maintain community within the School. We encourage all our pupils to strive to achieve their full potential and we provide a wide range of pastoral, behavioural, safeguarding and emotional support to enable them to meet their targets. We work restoratively to secure positive relationships with our pupils so that they are able to enjoy the positive learning environment that we provide.

Bournville School's Home School Agreement encompasses our shared values and is signed by parents, pupils and School (Appendix C).

On admission to the School, all parents and pupils sign the School's Home-School Agreement (Appendix C) and agree to support the School in this regard. In order to safeguard their own rights and the rights of others, it is necessary for all members of the School community to accept a number of responsibilities.

We will endeavour to foster a warm and inclusive School where the aspirations of all of pupils can be achieved; where we strive for excellence in all of our endeavours, and where both pupils and staff feel safe and supported.

2. Aims of the Policy

Bournville School's Behaviour Policy seeks to focus on the encouragement of positive pupil attitudes and behaviours. The School's values and ethos are structured around systematic and consistently applied protocols. The Behaviour Policy has been created to empower all staff to effectively manage all aspects of behaviour both inside the classroom and in unstructured time.

Bournville believes in the importance of **independent pupils who increasingly take responsibility for their own behaviours as they progress through the School**. We endeavour to develop self-regulating young adults; to enable this process staff will:

- encourage pupils to develop and maintain positive relationships with both their peers and adults, characterised by mutual respect and tolerance;
- encourage pupils to adopt positive attitudes to learning;
- expect high standards of conduct in lessons;
- expect pupils to have respect for other young people and adults, and respect and care for the facilities, as shown by their behaviour around the School;
- enable pupils to understand and manage risk appropriately, in order that they keep themselves safe;
- provide opportunities for pupils to fulfil their potential in both a social and academic context; whatever their age, gender, disability, ethnicity, sexual orientation, attainment and background;
- help pupils to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour; this includes rewards for positive behaviours and sanctions for negative behaviours.

The policy applies to all year groups, the whole School day, extra-curricular activities, the journey to and from School and the entire duration of any trip. It should be read in conjunction with other policies and documents listed in the appendices.

3. Expectations of the Community

Caring for people

We expect all pupils to respect the feelings of others and to treat everyone as they would like to be treated. This not only includes other pupils and staff but also all visitors.

We expect pupils to be **ready, respectful and safe**.

To be ready we expect students to:

- arrive to School and to lessons on time
- bring the correct equipment for learning

- wear the School uniform with pride
- remain on the School site at break and lunchtime in Years 7 – 11
- refrain from bringing energy drinks or large quantities of sweets to School

To be respectful we expect students to:

- Speak to one another calmly and courteously;
- Follow instructions first time every time.
- Say please and thank you and have a grateful attitude.
- listen to the views of others (as long as they are not of a prejudiced nature) and accept their right to hold those views;

To be safe we expect students to:

- Not touch each other
- move around the School in an orderly manner, single file and quietly;
- Remain in designated year group
- follow all School procedures including; learning positions, book protocol moving

We expect that staff will:

- be great role models for pupils and peers;
- challenge pupil behaviour use mantras and CED format (CED: Connect, Explain & Direct),
- support the School's commitment to equity, equality and diversity, and encourage pupils to show respect for members of the community and the environment;
- speak politely and calmly and respect everyone's personal space; develop positive relationships with pupils and parents; treat all members of the community equally, fairly and consistently, meeting their individual needs.

We expect that parents and carers will:

- work with the School to help pupils make wise and informed decisions that impact their attendance, achievement and well-being;
- work with the School to ensure their child follows School expectations and procedures; see 'caring for people' and 'caring for the building and environment' and 'caring for property';
- encourage their child to show respect for members of the community and the environment;
- support the School in modelling polite, calm and orderly behaviour;
- work in partnership with School staff to ensure that their child is able to achieve to the best of their ability.
- be good role models for other members of the community;

Caring for the building and environment

We expect all pupils to respect the School building, facilities and equipment; to use the bins provided for litter and look after School property. We expect students not to chew gum as the disposal of gum often destroys carpets and poses a serious Covid contamination risk.

We expect pupils to use the allocated areas when participating in physical activities to prevent any damage to the School property.

Pupils who do not adhere to this are expected to contribute to the cost of any damage caused to School buildings or equipment. Pupils may be expected to do community service as part of the sanction.

Caring for property

We expect all pupils to respect other people's work and property and to take pride in displays of work that are put up around the School.

Pupils are asked to avoid bringing valuables into School. Money should not be left in pupils' bags. In Physical Education (and sometimes other lessons) pupils are asked to hand in all valuables to a member of staff and to claim them at the end of the lesson.

The School takes no responsibility for any mobile phones which are brought into School. Pupils must not use their mobile phones in the School buildings at anytime of the day unless asked to by a member of staff. Pupils will be able to use the 'Mobile Zone' at break time and lunch time as the designated place to use their phone.

4. Pupil code of conduct

The 'Bournville Way' defines the minimum expectations of pupils at all times.

These all fall under the school rules of ready, respectful and safe.

In corridors the School expects the following:

- Keep to the left
- Walk calmly
- Do not lay hands on one another
- Hold doors open for others
- Remember our manners
- Remove coats and place in lockers or bags

At the start of the day, at break and lunchtime the School expects then following:

- Line up safely, sensibly and on-time
- Leave tables clean and tidy

- Always put litter in the bin
- Remember our manners with all staff and pupils
- Play sensibly without upsetting others
- Be sensible

In our lessons the School expects the following:

- Listen to others
- Never interrupt a teacher
- Take turns to speak
- Respect other pupils' right to learn
- Remember our manners
- Always try our best
- Remember our equipment
- Follow STEPS: "Sir/miss", "Thank you", "excuse me", "please", smiling

On the way to and from School the School expects the following:

- Look smart and wear uniform correctly
- Be sensible and safe when crossing the roads
- Be polite and courteous to other people and their property

4. Parental responsibility

This policy has been developed in consultation with our families. We believe in working with our parents and families to create a positive and warm learning environment. This is especially important with regards to the policing of social networking, which is the responsibility of parents and carers. We also believe that outstanding learning environments are those that are well supported by parents. It is therefore imperative that parents provide accurate and current contact information; will attend the School for all meetings as requested; will support the School in its endeavour to achieve a positive learning environment, will support sanctions; and will attend the School immediately to support leaders in the management of their child's following behaviours:

- Persistent and sustained refusal of instructions
- Wilful disrespect of School values
- Instigating or involvement in an act of violence
- Instigating or involvement in an act of intimidation
- Serious disruption of the learning environment

During the initial meeting with parents a member of School staff will discuss behaviours and potential pathways available from this point, dependent upon the seriousness of the incident. It is expected that parents will be present to support the member of staff addressing the negative behaviour demonstrated by the pupil.

5. Rewarding positive behaviour

Pupils are encouraged to show good character and positive choices linked to behaviour and attitudes, encouraging an atmosphere of respect at all times. Making a choice involves personal responsibility, and Bournville School places great emphasis on praise and rewards, ensuring that pupils receive recognition for a positive contribution to school life, modelling good character and expected behaviour. Rewards are underpinned by our key message that pupils should be 'Ready, Respectful and Safe'. In addition, from September 2021, a new addition to the strategy ensures that students are rewarded for demonstrating scholarly behaviours.

S – Sit up

C – Caring and Kind

H - Hardworking

O - Observant

L - Listening

A – Actively engaged

R – Resilient

All positive rewards are logged using class charts which was introduced in the Summer Term. From September 2021 students and parents will have access to the online app for class charts. We aim to engage parents and promote pupils positive achievements. The app will help pupils see their own progress and reflect on their achievement & behaviour. Through this system we aim to motivate and encourage pupils to achieve their full potential.

Rewards	Recognition
Achieving 100 Reward Points	Bronze Certificate
Achieving 200 Reward Points	Silver Certificate
Achieving 300 Reward Points	Gold Certificate
Achieving 400 Reward Points	Platinum Certificate
Achieving 500+ Reward Points	Headteachers Award

In addition, if a pupil shows excellent work, progress and effort within a subject a Departmental praise postcard can be awarded and sent home. Recognition of success in other areas across school will be celebrated in Rewards Assemblies and additional events, as well as phone calls to families.

6. Managing behaviour in the classroom

All pupils at Bournville School are expected to enter the classroom in silence, stand behind their chair and take out the relevant equipment and books from their bags. Once the teacher is satisfied that the class are ready to learn, pupil will be asked to be seated and commence the "Do Now Activity" (please refer to the Bournville School Teaching and Learning policy).

The entrance to lessons forms part of the Bournville School; '4 to start, 4 to finish routine'. Non-compliance to the expectations of '4 to start, 4 to finish' will be disciplined using the following set of sanctions:

De-escalation strategies

Before utilising formal sanctions, it is the expectation that staff will, where possible, attempt de-escalation strategies to more subtly and implicitly correct inappropriate behaviour. Our ethos here is to "connect before correct". Although not exclusive, this can include the use of choice language, intonations of voice, and positional movement of both staff and pupil. Should these prove ineffective, it may then be necessary to progress onto the formal School sanctions and issue a Level 1 verbal warning.

Timeout

We recognise that some pupils may experience a number of emotions such as sadness, confusion or anger on a regular basis. Pupils will be encouraged to ask questions and seek support if needed. If a pupil is experiencing such emotions, they will be provided with a 'Time Out' card, where a member of staff will take them out of the lesson for a short period of time to provide support for the pupil.

Pupil consequences

Our behaviour For Learning sanction system is a restorative system where education and understanding behaviour is key to any improvement and change in that behaviour. Bournville School believes in incremental sanctions. This means pupils are given an opportunity to adapt their behaviour, through being made aware of that behaviour using a warning, before a sanction (consequence) is issued. In doing so, we aim to de-escalate these behaviours before the consequences become serious. Detentions will take place at the discretion of the school.

Classroom teachers aim to facilitate a positive learning environment for all. If a pupil continues to make poor choices linked to being ready, respectful or safe, they will receive a detention to support them further in taking responsibility for their actions and to complete the repair stage of the restorative approach. All consequences are preceded by a warning.

C1 – Logged on class charts Behaviour that is below expectation. I.e. talking when a teacher is talking, lack of effort, failure to settle for learning

C2 – As a C1, but a repeat of the behaviour that is below expectation

C3 – Issued by Middle or Senior leaders. At this point, the pupil will be withdrawn from lesson for a short period of time. They may be placed in another classroom (hot spotted) near to them or taken to the Return to Learn room until they are ready to re-engage in their learning.

Missed detentions

While P5 teachers will make a concerted effort to escort pupils to their detentions at the end of that lesson (and call the families of those pupils that truant or refuse), it is the pupil's responsibility to make their way to the detention room. Any pupil missing a detention will be collected the following day and have the detention reissued with a phone call home.

Conduct in detentions

Pupils are expected to enter the detention room silently, wait to be seated and answer to their name, when called by the teacher marking the register. Pupils will remain in silence during the detention, with pupils permitted to read a book if they choose to do so.

7. Managing behaviour around the School

Around the School, on the playground, in corridors and in all areas outside of the classroom, Bournville School expects pupils to move purposeful without laying hands on one another, shouting, screaming or conducting in any behaviours which can be considered anti-social. This is to ensure that all pupils at Bournville School feel safe and confident in a protected learning environment both inside and outside of the classroom. Any behaviours which are considered anti-social will receive a negative consequence point. These behaviours include but are not exclusively as follows:

- Pushing
- Tripping
- Throwing water
- Throwing objects
- Screaming
- Encouraging aggression or violence
- Truancing (Accrues 2 negative consequence points as affects learning)
- Violating the one-way system
- Directly refusing to follow the instructions of any member of staff
- Any anti-social behaviour which is contrary to the positive and respectful learning ethos of Bournville School.

All students are responsible for their own equipment and correct uniform. Missing equipment or uniform will also result in a negative consequence point.

8. Exclusions

Full details of our use of exclusions are given in our Exclusions Policy.

Bournville School follows the DfE guidance on exclusions¹. The Headteacher alone has the right to exclude a pupil. There are three types of exclusions available at the discretion of the Head of School, dependent upon the severity or persistence of a behaviour or attitude:

a) Internal exclusion

Internal exclusion is an extremely serious sanction and will be issued, although this list is not exhaustive, for a pupil who has demonstrated the following behaviours:

- Fighting
- Intimidating pupils or staff
- Swearing at staff
- Bringing a banned item into the School
- Persistently disrupting the positive learning environment
- Any other unacceptable behaviour deemed serious by a senior member of staff

Please note the School takes incidents of fighting and both physical and verbal abuse very seriously. As such, the School reserves the right to report such incidents to the police for further investigation or action.

b) Fixed term exclusion

All decisions to exclude a pupil for a fixed term are not taken lightly and only occur following careful consideration and agreement from the Head of School. Fixed term exclusions will be considered when there is a serious breach of the behaviour policy.

Following a fixed term exclusion for a single serious incident a return from exclusion meeting will take place before a pupil is readmitted to School. The aims of this meeting are:

- to re-establish behaviour expectations
- to set targets for improvement
- for parents and carers to engage in accountability and support the success of their child
- to prevent further exclusions
- to identify a behaviour strategy to enable the pupil to engage positively with an aspect of their learning.

¹ 'Exclusion from Maintained Schools, Academies and Pupil referral Units in England'. (September 2017)

c) Permanent Exclusion

For the most serious incidents of behaviour or conduct that are fundamentally opposed to the Behaviour Policy and positive learning ethos of the School, the Head of School will consider a permanent exclusion. Bournville School will endeavour to put support strategies in place to ensure that a pupil is not in danger of being permanently excluded.

As per statutory guidance, a decision to exclude a pupil permanently will only be taken:

- in responses to a serious breach or persistent breaches of the School's behaviour policy; and
- where allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in School.

9. Supporting behaviour beyond the classroom

The School has five facilities to modify the behaviour of pupils beyond the classroom. The facilities form part of the behaviour pathway process and are appropriate to the ongoing or single incident behaviours displayed by a pupil.

a) Return to Learn – (Short stay isolation – SSI)

This facility will most routinely be utilised for a pupil for no longer than one hour, however the time may be extended for reasons such as truancy or refusal. The 'Return to Learn' facility is designed to prevent lessons being disrupted by pupils disrupt the learning of others. Where a pupil continues to breach the school rules or, a more serious breach of the school rules occurs, that cannot be resolved by the teacher, a senior member of staff will be called using the 'On Call' system. The member of the Leadership Team will decide whether it is appropriate for that pupil to return to the lesson or will be isolated for one lesson. Where possible, the pupil will be provided with specific work, but it may also be appropriate for textbooks or worksheets to be provided. The pupil is expected to catch up on any missed work in their own time. The pupil will leave the isolation room at the end of that lesson and return to their timetabled day. If behaviours in Short Stay Isolation fail to meet School expectations the pupil will be moved to Internal Exclusion and the isolation time increased.

*Due to Covid restrictions, until further notice, instead of SSI we may use a class "Hotspot" system in which students will be kept within a year group bubble but be re-seated in an appropriate classroom.

b) Internal exclusion (IE)*

Internal Exclusion (IE) is designed to be used for period of time where there is a serious breach of school rules. The incidents for which Internal Exclusion can

be used are represented in general by any type of violence or intimidation, any behaviours which compromise health and safety, any behaviours which bring the reputation of the School into disrepute and persistent disregard of School expectations. Whilst in Internal Exclusion, silence is expected, and pupil behaviours will be managed using consequence system.

Pupils can be placed in isolation for a period of time. The length of time that a pupil will spend in isolation will be decided by the Leadership Team and based on the severity of the incident. Pupils will not be placed in internal exclusion for longer than 5 days. (Pupils may be placed in internal isolation whilst an investigation is taking place). Pupils will sit in the Return to Learn Room and will complete work in silence. Pupils will reflect on their behaviour and the poor choices that have been made. Parents will be informed. Pupils will complete the process of the restorative approach, focusing on the respect, responsibility, repair and re-integration. Should a pupil fail to meet the expectations whilst Internally Excluded they would be demonstrating a serious breach of the Behaviour Policy therefore, the Head of School will consider the use of a Fixed Term Exclusion.

c) Trust Internal exclusion (TIE) – at another Trust School

In certain instances and where the impact of internal exclusion is deemed to be reduced, the School may also direct the internal exclusion to take place at another School in the Trust. In these instances, parents and pupils will be told in advance and it is the family's responsibility to ensure the pupil attends.

d) Managed move

In certain circumstances, the School may discuss the use of a managed move, where a pupil will trial a place at another School as a possible 'fresh start'. This may be utilised in such instances as a pupil receiving a repeated number of fixed term exclusions. In these instances, this will be down to the School to decide whether to recommend a managed move and would result only following an extended discussion with family.

e) Alternative Provision

In exceptional circumstances, the Headteacher may consider Alternative Provision as a viable alternative to Permanent exclusion. Such a decision has a considerable financial cost to the School. However, this offer is based on close consultation with parents and the pupil involved.²

10. Behaviour Plans

The School operates a system for supporting pupils who demonstrate constant and continued poor behaviour, which impacts their learning. A pupil will be identified for starting a behaviour plan only after teachers have attempted a number of strategies themselves. After being placed on the system by a

² The follows the DfE guidance on AP found in 'Alternative Provision; Statutory guidance for Local Authorities'. January 2013

pastoral leader, the pupil's progress will be reviewed weekly to ensure they have improved their behaviour.

References

Behaviour and discipline in Schools: Guidance for School leaders and staff on developing a School behaviour policy, and a checklist of actions to take to encourage good behaviour. DfE. July 2013 (updated January 2016)

Exclusion from Maintained Schools, Academies and Pupil referral Units in England. DfE. September 2017

Searching, screening and confiscation at School: Guidance explaining the powers Schools have to screen and search pupils, and to confiscate items they find. DfE. February 2014 (updated January 2016)

Drugs: advice for Schools: Guidance for School leaders and staff on managing drugs, drug-related incidents within Schools and pastoral support for pupils. DfE. September 2012

Use of reasonable force in Schools: Guidance about the use of physical restraint in Schools for governing bodies, headteachers and School staff. DfE. July 2013

Keeping Children Safe in Education: Statutory guidance for Schools and colleges on safeguarding children and safer recruitment. DfE. March 2015 (September 2019)

Alternative Provision; Statutory Guidance for Local Authorities. DfE. January 2013

Getting the simple things right: Charlie Taylor's behaviour checklist. DfE. January 2016

Appendix A. Teachers' Powers (DfE Guidance)

The School has the legal powers to apply a wide range of penalties to pupils who break School rules, fail to follow instructions or who behave in a way that is unacceptable. The School operates within the guidelines and boundaries published by the Department for Education (Behaviour and Discipline in Schools, January 2016). These sanctions include:

- withdrawing the pupil from a lesson or from a peer group withdrawing participation in a School trip, visit or sports event;
- taking away break or lunchtime privileges;
- detention after School;
- confiscation of property;
- internal exclusion for a fixed period of time;
- exclusion from School, either for a fixed period or permanently.

School staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the School rules or who fail to follow a reasonable instruction. The power also applies to all paid staff with responsibility for pupils, such as teaching assistants. School staff can discipline pupils at any time the pupil is in the School or elsewhere under the charge of staff, including on School visits; they can also discipline pupils for poor behaviour outside of School, where poor behaviour or bullying is witnessed by a member of staff or reported to the School. School staff are able to impose detention outside of School hours and they can confiscate pupils' property.

B. Detentions: what the law allows

The following points were issued by the Department for Education in January 2016 and are provided here for information purposes:

Teachers have a power to issue detention to pupils (aged under 18). Schools must make clear to pupils and parents that they use detention (including detention outside of School hours) as a sanction. The times outside normal School hours when detention can be given (the 'permitted day of detention') include:

1. any School day where the pupil does not have permission to be absent;
2. weekends - except the weekend preceding or following the half term break;
3. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Matters Schools should consider when imposing detentions:

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside School hours is reasonable, staff issuing the detention should consider the following points:

Guidance from Department for Education, January 2016

C. Mobile Phones and Electronic Devices

Personal electronic devices (including mobile phones) are a part of modern society and the School accepts that many pupils will possess them. Teachers and pupils have the right to teach and learn in an environment free from interruption by such devices. The use of personal electronic devices in Schools presents a number of challenges. These include:

- a. Interruption of lessons and disrupting the learning of others
- b. Loss or theft of personal electronic devices
- c. Safeguarding risks for members of the School community who are photographed or filmed without their consent by other pupils
- d. Devices being a distraction to an individual's learning

As a result of this mobile phones and electronic devices are regarded as unhelpful items and may be confiscated at the discretion of the teacher depending on the.

In addition:

1. The School accepts no responsibility for personal electronic devices that are brought to School and takes no responsibility to investigate their misplacement, loss or theft
2. Pupils must not use such devices or have earphones attached to them during any part of the School day except in the designated zone
3. Pupils are not allowed to connect any of their own electronic personal devices to School equipment.
4. Unless express permission is given by a member of staff*, personal electronic devices must be kept switched off and out of sight at all times in School bags until pupils have left the School site at the end of the School day.
5. The School requests that, in the event that a parent needs to get a message to their child during the course of the School day, that they do so through the School's main office.

*In exceptional circumstances, the use of mobile phones may be permitted for emergency telephone communication, for example when on an off-site trip.

D. Screening, Searching and Confiscation

Bournville School Staff have the power to search without consent for "prohibited items" under the DfE legislation; 'Searching, Screening and Confiscation', January 2018. Prohibited items include:

- knives and weapons (and item fashioned into a weapon)
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers (and e-cigarettes and Vaping equipment)
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the School rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

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 School discipline. Banned Items at Bournville School include:

- mobile phones,
- smart watches and activity trackers,
- MP3 players,
- headphones,
- drinks in non-reusable plastic bottles,
- fizzy and energy drinks,
- sweets and biscuits (except biscuits within a packed lunch),
- jewellery (except a wristwatch and one pair of plain metal stud earrings),
- toys and gadgets of any description (except those issued by the SEND department),
- hats, gloves and coats worn or carried within the building,
- pouches (pupils are required to use a Bournville School branded bag)

Banned items seen by any staff member will be confiscated and placed in secure storage within the School. Any dangerous items found and confiscated will be handed over to the Police and the Permanent Exclusion of the pupil will be considered. The pupil will be given a card with a number on it to give to their parents/carers to facilitate the identification of the item when it is collected. Banned items confiscated by the School (except where School has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, laser pens or banned food and drink items) can be collected by parents/carers after they have met with an appropriate staff member at a mutually convenient meeting time. Parents or carers will not be able to be seen without a prior appointment.

The School reserves the right to dispose of items which are not collected within a reasonable timescale.

In the event that a pupil refuses to hand over a banned or prohibited item upon request from any member of School staff, this will be treated as a refusal

and the behaviour management protocol will be followed. Confiscation should not be done forcibly unless there is a significant health and safety risk and in line with DfE guidance on 'reasonable force'.

The School works in conjunction with the community police force and partner Schools in the local area. As part of this work it is routine for our community police officers to be on the School site to deliver workshops, assemblies, meet with individuals and groups and to utilise police facilities such as a knife arch or to demonstrate police equipment to our pupils.

E. Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies', July 2013.

All members of staff have a legal power to use reasonable force and the School has trained a number of staff in positive handling training. The use of reasonable force can also apply to people who are temporarily put in charge of pupils such as unpaid volunteers, cover staff or parents/carers accompanying pupils on an organised visit.

The school takes a very clear stance of the use of reasonable force; where at all possible all staff should not attempt to use physical force on the pupils of the school for their own safety. The ethos of the school is based on the mantra, '*Connect before correct*'. Every effort should be made to use calming, guiding, prompting and verbal strategies to prevent the use of force. Staff are strongly advised NOT to block a pupils' entrance or exit from a room unless there is clear and imminent danger to children or adults.

For more information on the use of reasonable force please see the following guidance from the DfE: Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016.

F. CCTV

The School uses CCTV for the purpose of maintaining the safety of pupils, staff and buildings. CCTV footage may be used to assist in the investigation of behaviour incidents by authorised staff and Senior Leaders only. For Safeguarding and Data Protection purposes, footage will not be shared with anyone who does not hold the required level of security access and/or authority.

G. Malicious Allegations

Where pupils are found to have made malicious accusations against a member of staff that are proved unfounded, the School will exclude the pupil concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

N.B. – please note this policy is not exhaustive and the School reserve the right to make changes, as deemed necessary, for ensuring pupil safety and promoting positive behaviour.

Appendix B: Behaviour checklist for teachers

Taken from: 'Getting the simple things right: Charlie Taylor's behaviour checklist'. DfE. January 2016

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the School behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Appendix C: Prior to Deployment of Sanctions

Deploy a range of techniques and strategies to deal with behaviour

Our mantra to manage behaviour is always '*Connect before we correct*'. Our aim is always to build relationships with our pupils. Before giving pupils any consequence (negative point) a verbal warning by the teacher should be given. In addition, the teacher can effectively deploy a range of proactive interventions that indicate the need to be focused. For example:

- visual reminders, e.g. finger on lips, shaking of head
- approaching the pupil and standing next to them
- setting time limits for tasks
- moving pupil to another seat
- balancing reminders for some with praise for others to reinforce expectations

Appendix D: Home School Agreement (Draft)

Bournville School

We aim to provide a happy and safe environment in which all the children and staff are encouraged to develop to their full potential. To aid this we will:

- Provide a broad, balanced and well taught curriculum to meet the needs of your child.
- Encourage your child to be polite, kind and considerate to others at all times.
- Set, mark and monitor appropriate homework based on our Homework Policy.
- Keep you informed about your child's progress and any concerns that affect your child's work or behaviour.
- Provide a progress report on your child.
- Be welcoming to parents/carers and offer you opportunities to become involved in School life.
- Let you know about School activities through regular communications.
- Use Rewards and Sanctions in order to maintain a caring and supportive environment and to commend high standards and achievements.

Signed _____ (Headteacher)

Parents/Carers

As a part of the partnership with the School I/we will:

- Ensure that my child wears correct uniform and brings the required equipment for School.
- Ensure that my child attends School regularly and on time.
- Let the School know the reasons for any absence.
- Not take holidays during term time.
- See that my child completes any homework, on time, that is set and sign the pupil planner every week.
- Inform the School about any concerns or problems that might affect my child's work or behaviour.
- Attend Progress and any other meetings to discuss my child's progress and welfare.
- Ensure my child does not bring their mobile phone into School.
- Encourage my child to follow the School's Reward Scheme and Code of Behaviour and support its policies.

Signed _____ (Parent/Carer)

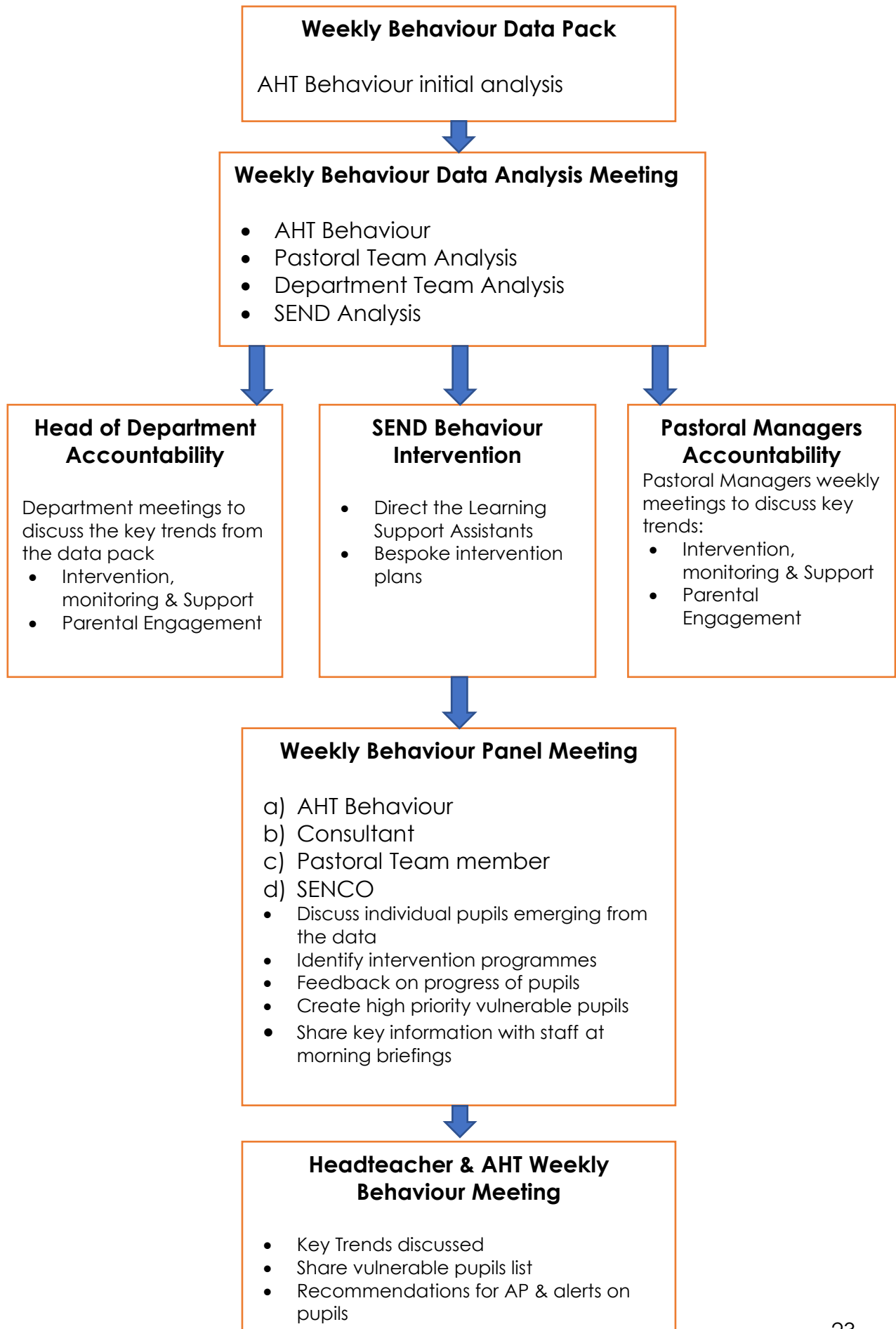
Child

I agree to help my parents and the School. I will:

- Show respect for self, property and others
- Attend regularly and on time
- Wear uniform correctly, bring equipment and a School bag.
- Follow the School's Reward Scheme and Code of Behaviour.
- Complete homework that is set for me and hand it in on time.
- Be sensitive to others in and around School.
- Complete work to the best of my ability.
- Never bring a mobile phone into School
- Never bring illegal drugs / items that may cause harm/threat to others in School

Signed _____ (Pupil)

Appendix E: Support & Interventions



Appendix F: Roles and Responsibilities

