



**Biddick**  
Academy

<i>Name of Policy</i>	<b>Behaviour</b>
<i>Aims of Policy</i>	<ul style="list-style-type: none"><li>• Ensure that the Academy is a safe and supportive environment for all, where students enjoy, engage with, and achieve in their learning.</li><li>• Ensure that all members of the Academy community are shown respect and show respect for others.</li><li>• Encourage a positive approach to behaviour by good example and praise and reward for good behaviour.</li><li>• Ensure that the environment, curriculum, other factors within the Academy's control, ensure the promotion of good behaviour.</li><li>• Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently.</li><li>• As a community it is essential that we recognise that this policy must apply to the behaviour of all its members: to adults (teachers, other staff, parents/carers, and visitors) as well as to students' behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.</li></ul>
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# Introduction

All procedures in this policy pertain to the Equality Act 2010, in respect of safeguarding and in respect of students with SEND.

The Academy's ethos 'inspiring learning, unlocking potential, achieving success' is the reflection of an uncompromising belief that every child will be equally able to secure outstanding educational outcomes and reach their full potential in a positive learning community which supports and values their achievements.

At Biddick Academy we want everyone to:

- Be part of a safe and respectful community
- Feel happy, valued and empowered so that we all thrive
- Aspire to be the best we can be
- Act with integrity
- Nurture resilience and independence
- Have the attitude and character to excel in life
- Have a desire to learn and work with passion, purpose and pride

All members of our Academy should provide a caring, positive, safe and stimulating learning environment that promotes the social, physical and moral development of the individual student.

We will celebrate hard work, excellent punctuality and polite, respectful behaviour. Through all staff acting as role models and supporting all students in meeting the high expectations we have for them, we will promote a flourishing and positive learning community.

Consistency in the application of our Behaviour and Rewards Policy is the collective responsibility of all members of staff, teachers and support staff. Full and active support by all staff is vital so that all members of the school community can work and live together in a positive learning environment. Collectively and consistently as staff, we can provide an atmosphere of mutual trust and respect in which sanction should become increasingly unnecessary.

# Academy Responsibilities

All staff believe that our Academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual student. This will be successful through the building and maintaining of good relationships and a culture of mutual respect.

## 2.1 Student Responsibilities

The Academy aims to enable students to fulfil their potential in an environment in which they:

- Acquire high levels of self-esteem
- Promote positive attitudes and respect for others and their property
- Develop initiative, purpose and self-discipline
- Behave in a co-operative and interdependent manner as part of a supportive Academy community.

Students have the right to:

- A good education and high quality teaching
- Be treated with respect
- Feel safe, no one should physically or verbally threaten or hurt students
- Voice their opinion
- Fair treatment
- Use the Academy buildings, facilities and equipment

In order for the Academy's aims to be successful students have a responsibility to:

- Be the best learner they can be and to help others to learn by respecting the learning environment
- Adhere to the Academy's consequence and reward system and follow the uniform and equipment expectations of the Academy
- Treat others fairly and with courtesy and if they feel they are not being treated respectfully, they have a responsibility to say so or report it
- Be friendly and to sort out disagreements peacefully
- Co-operate with staff, adults and peers
- Care for the buildings, facilities and equipment
- Follow the student 'Code of Conduct'
  1. Be on time and ready for learning
  2. Follow instructions first time
  3. Respect all members of the Biddick Community

## 2.2 Teacher Responsibilities

Teachers are the first line in the management of student behaviour and all teachers are responsible for this in their classrooms. All members of staff must look to operate within the consequence and rewards system at all times.

At Biddick Academy we aim to catch students being good. We believe that praise and encouragement are far more motivational than sanctions and punishment. Praise should far outweigh sanctions in any classroom (at least 3:1). Classroom staff will seek to commend and reward the behaviours we want to see. Sanctions should be at the lowest level of need and should not escalate rapidly without good cause.

Teachers have a responsibility to maintain high standards in our surroundings, in general areas and in our classrooms:

- The atmosphere should be welcoming, and the visual impact should be as stimulating and attractive as we can make it;
- Litter, damage and graffiti are not acceptable. Encourage students to take pride in our school. Insist on a clean and tidy room. Leave tables or desks in place and the teaching area clean after lessons. In the unlikely event that graffiti appears, ensure it is reported immediately. Monitor the tables or desks in your teaching room(s) for graffiti and attempt to track down the culprits. Inform the Site Staff where necessary to remove or repair all damage;
- Damage to school property needs immediate referral (through our pastoral system); keep your shelves, desks and cupboards tidy;
- Insist on and support our ethos of a litter free site.

## 2.3 Department Responsibilities

Faculty Leaders and Assistant Faculty Leaders are responsible for maintaining an overview of behaviour and safety, progress and attitudes to learning within their subject area, supporting their team to promote positive behaviour and high standards in all lessons.

Faculty Leaders and Assistant Faculty Leaders have a responsibility to support staff and students in their department by:

- Ensuring the consequence and rewards system is being applied consistently and fairly.
- Facilitating study support for students struggling in lessons or with homework.
- Developing reporting systems to analyse the impact of strategies, to be used as part of the Department's self-evaluation.
- Liaising with Heads of Year, Assistant Headteacher (Student Support), Deputy Headteacher (Pastoral) and the Leader of Learning - Alternative Provision.
- Supporting teachers within their Department by ensuring effective procedures are in place such as removal of students from lessons, discussion of C3 detentions and review of class groupings.
- Requesting 'On Call' teacher when there has been a serious behaviour incident within the department that requires a student to be removed.

## 2.4 Pastoral Team Responsibilities

Heads of Year and Assistant Heads of Year maintain an overview of the behaviour and progress of all students within their year group. In consultation with relevant staff they are responsible for informing, advising and consulting with parents with regard to all matters relating to behaviour and rewards. They also work with external agencies and providers to promote good attitudes to learning and manage behaviour not at expected levels.

Heads of Year and Assistant Heads of Year have a responsibility to support staff and students across their year group by:

- Ensuring the consequence and rewards system is being applied consistently and fairly.
- Facilitating systems to support behaviour modification such as report cards etc.
- Creating a system to celebrate success for all areas of academic and expansive curriculum.
- Supporting Form Tutors in ensuring no student is invisible.
- Developing reporting systems to analyse the impact of strategies, to be used as part of the Academy's self-evaluation.
- Liaising with Assistant Headteacher (Student Support), Deputy Headteacher (Pastoral) and the Leader of Learning (Alternative Provision).

- Supporting Professional's within the Student Support Team in order to promote the Academy's aims for all students.

## 2.5 Leadership Responsibilities

'To develop the Academy community to ensure capacity for sustained improvement.'  
Senior Leaders and Trustees will:

- Evaluate the effectiveness of the behaviour, welfare and personal development provision.
- Commit to providing feedback to all stakeholders on issues brought to their attention as soon as practically possible.
- Endeavour to be constructive and professional in feedback to stakeholders on all matters.
- Support all colleagues in implementing the standards and expectations of the Academy, through the consequence and rewards system.
- Through line management hold themselves and their colleagues to account around their professional responsibilities.

## 2.6 Parent / Carer Responsibilities

Parent / Carers have a responsibility to ensure their child:

- Attends the Academy every day, except in exceptional circumstances.
- Is punctual in attending the Academy.
- Dressed in full Academy uniform, if not, giving an explanation in their child's planner.
- Support their child's learning by attending meetings when required to discuss progress or behaviour patterns.
- Treat staff fairly and with courtesy and if they feel they are not being treated respectfully to speak to a senior member of staff.

## Rewards

The Academy's use of rewards is primarily based on a points system designed to celebrate success for all, across all areas of the academic and expansive curriculum, with the intention that no student remains invisible.

### 3.1 Types of Rewards

A variety of rewards can be issued by all staff at the Academy, both teaching and non-teaching:

- Simple 'well done' or 'thank you' to the student at the time of the good behaviour or work.
- A positive telephone call home, notes in the Planner.
- Reward stickers or stamps.
- Points.
- Well done postcards.
- Certificates of commendation.
- Headteacher 'Excellent Work' letters and badges.
- Certificates in assemblies and celebration evenings.

### 3.2 Points System

The Academy has adopted a points system for celebrating a good attitude to learning where students are rewarded points, which can be exchanged for a variety of objects in the Biddick shop.

Heads of Year and Assistant Heads of Year are responsible for ensuring no student remains invisible by analysing the use of the points system and its impact.

## Consequences

Whilst actively encouraging and rewarding good behaviour, The Academy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when students do not meet the expectations of the Academy (for all areas of Academy life including attendance, punctuality, equipment, uniform and effort).

A key aim is to encourage students to be responsible for their own behaviour and engage in effective learning at all times. However, when the Academy's expectations are not met, students, teachers and parents must be aware consequences and sanctions will be applied to such behaviour.

### 4.1 Recording Unsatisfactory Behaviour

All unsatisfactory behaviour will be recorded on the Academy behaviour system (Class Charts).

In order that any issues are dealt with promptly and successfully by the relevant people, it is imperative that Class Charts is updated as soon as possible.

Unsatisfactory behaviour on the corridor or at break or lunch times will be recorded by the staff member witnessing the behaviour. The pastoral team will monitor these behaviours and work with the student involved to improve.

### 4.2 Behaviour for Learning

Where a Student does not meet the expectations of the Academy, there should be an appropriate response. The principles of the Academy's consequence system are set out below:

- Whole groups should not be punished for the activities of individuals. Every effort should be made to identify individuals or ringleaders.
- Consequences should not be humiliating or degrading.
- Consequences should be in proportion to the offence.

### 4.3 Detentions

Detentions are issued for lateness, C3's, an 'on call' in some circumstances and persistent breaches of the consequence system.

There is no legal requirement to give 24 hours' notice for detentions, however for detentions longer than 15 minutes issued the same day, every effort will be made to contact the student's parents/carers. It is the student's responsibility to ensure their parents/carers are made aware of the detention date and time. Parents are responsible for the safe transportation of their child following detention; it is not a consideration for the Academy that making such arrangements is inconvenient.

### 4.4 Screening, Searching and Confiscation

The Academy follows the DfE guidelines (2011) and Education and Inspections Act (2006) on screening, searching and confiscation, however we do not currently screen students.

Students can be searched on Biddick Academy premises, or, if elsewhere, where the member of staff has lawful control or charge of the students e.g. visits.

### ***Without Consent Search***

It is a criminal offence to have a knife or offensive weapon on school premises (it is a defense to be carrying one for educational or other lawful purpose). If a student is suspected of carrying a weapon, the Academy has the authority to do a “without consent search”. The Academy has decided to carry out searches with consent only and if a student does not consent to a search, then the Academy will opt for one of the following:

- Request parent/carer attend the Academy and search the student or
- Call the police to carry out the search.

### ***With Consent Search***

The Academy has the authority to carry out a search for weapons, items which have been stolen or which may be used to carry out an offence (this includes cigarettes, lighters and e-cigarettes). Where a student consents to a search the following protocol will be observed:

- Two members of staff will be present.
- The student will be questioned first.
- If questioning confirms suspicion, the student will be asked to surrender the item.
- If suspicion remains then the student will be asked to remove outer clothing and to empty bags, pockets etc. At no point will an intimate search or ‘patting down’ take place.
- Searches will take place in privacy where possible and will be sensitive to race, culture, religion etc.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out below.

Biddick Academy consequences will be applied as appropriate.

<b>Items banned within Biddick Academy Rules</b>	<b>Prohibited / Illegal Items</b>	<b>Confiscation Procedure</b>
Mobile phones / headphones / earphones		Handed into Student Office – Student can collect at 3pm unless HOY arranges otherwise.  Persistent breaches will result in the parent being required to collect the phone / headphones / earphones.
Chewing Gum		Disposed.
	Knives / Weapons	Parents informed.  Police involvement.

	Alcohol	Disposed and destroyed. Parents informed.
	Controlled Drugs Substances believed to be controlled drugs	Parents informed. Police involvement.
	Cigarettes / Lighters / E Cigarettes / E Cigarette Liquid / Matches / Any other cigarette or drug paraphernalia	Disposed and destroyed. Parents informed.
	Stolen Items - Low Value Stolen Items - High Value	Returned to owner. Parents informed. Possible police involvement.
	Any other item deemed as inappropriate by Senior Leaders	Parents informed. Possible police involvement.

## 4.5 Physical Intervention

The Academy recognises that physical intervention must only be used as a last resort.

All staff designated by the Headteacher will be entitled to use reasonable force where necessary to restrain students from:

- Committing an offence.
- Causing a personal injury to themselves or others.
- Damaging property.
- Prejudicing the maintenance of good order and discipline of the school.

This follows the guidance given by DFE on “The Use of Reasonable Force”. Key staff have been trained (Team Teach) in the use of positive handling and reasonable force and those staff should always be used where possible if intervention is required.

Biddick Academy trained staff can use reasonable force to:

- Remove a disruptive student from the classroom where they have refused to follow an instruction if it is appropriate and safe to do so.
- Prevent a student behaving in a way that disrupts a Biddick Academy event, or visit if appropriate and safe to do so.
- Prevent a student from leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student.
- Prevent or stop a fight in Biddick Academy grounds or surrounding community.
- Restrain a student at risk of harming themselves through physical outbursts.

Where force has been used, a record of the actions will be recorded on CPOMS.

## 4.6 Supporting Students whose behaviour needs to improve

There are on occasions, exceptional cases, where the Academy's consequence system will not impact on the behaviour of a student. It is at this point a plan will be actioned involving either the Deputy Headteacher (Pastoral), Assistant Headteacher (Student Support), Leader of Learning (Alternative Provision) or Head of Year along with parents/carers and any other external agencies deemed appropriate.

This meeting will consider the causes for concern and the steps suggested to improve the situation.

In drawing up the personal learning plan the Academy will, in discussion with others:

- Consider offering specialist support and counselling either internally or externally.
- Review any learning difficulties and put in place a support programme where necessary.
- Consider changes of sets or class.
- Consider a placement for a period of time at either an on or off site alternative education provision.
- Consider disapplying the National Curriculum.
- Consider with agreement of the Student's parents and the LA a managed move to another school.

The behaviour support plan should have an automatic time limit, be monitored regularly, preferably fortnightly, and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- Be reduced or removed.
- May be continued for a further period with or without amendments.
- Where there has been no improvement at all there may be an exclusion, either, internal, fixed term or permanent.

## 4.7 Anti-Bullying

Our Academy policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents on CPOMS. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

## 4.8 Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents on CPOMS.

## 4.9 Behaviour Off Site

We believe that Biddick Academy is part of a larger community within the town of Washington, and as such take pride in the behaviour and presentation of our students when they are off school site. If students do not meet the Academy's expectations whilst off site then the Academy will apply the consequences in line with this policy where appropriate and at the discretion Deputy Headteacher (Pastoral) .

# Student Support

Student support is a holistic approach, with a number of different areas to support the diverse needs of the young people at Biddick Academy in order they achieve their potential in all aspects of the academic and expansive curriculum.

Student Support is led by the Assistant Headteacher (Student Support) and has a variety of professionals with expertise in different areas, who will support students in whichever way is appropriate.

The Pastoral Teams work closely with the Student Support Team in order to access support for students who require more specialist provision.

## 5.1 SEND

Students who require extra support for learning or social, emotional and health needs will be able to access support in discussion with the Assistant Headteacher (Student Support) and Lead Practitioner SEND. The students may be placed on the Special Educational Needs Register or have an Educational Health Care Plan, however most will have a Personal Learning Plan in order to inform teachers to support in their planning.

The Academy has a 34 place educational provision for students with ASD (Autism Spectrum Disorder) (Unity Centre). Students who access the Unity Centre have individualised timetables and access mainstream lessons as part of their educational provision.

Students are tested for dyslexia, dyspraxia and other educational learning needs if students, teachers or parents/carers are concerned. They are also given exam concessions for their GCSEs or other formal examinations if it is deemed appropriate by the professional carrying out the testing.

The Academy will make reasonable adjustments for students who are struggling to regulate their Social, Emotional and Mental Health.

The SEND policy is set out in a separate policy.

## 5.2 Alternative Provision

The Alternative provision area (The Bridge) within Student Support is led by the Leader of Learning Alternative Provision, whose overall role is to ensure that students accessing any form of alternative educational provision are not disadvantaged and achieve their potential academically and expansively.

Alternative provision at the Academy is a personalised pathway which comprises the Academy's inclusion provision, of 'The Bridge' an internal fixed term exclusion area and an area in which students accessing internal alternative provision attend to access education.

## 5.3 Health

The health area of Student Support has a variety of professionals working with students:

- 'Steps' – a classroom environment for those suffering severe anxiety around attending school
- Counseling – a variety of options from 1 -12 sessions, referral to specialist services etc
- Health development – stress reduction, relaxation, weight management etc

## 6.0 Malicious Allegations

Students who are found after investigation to have made malicious allegations against Biddick Academy staff by whatever means will be subject to appropriate consequences up to and including permanent exclusion. This will be determined from a risk assessment which will be

undertaken to determine the extent of the damage caused and the likelihood of further future risk.

## 7.0 Exclusions

Fixed term exclusions will be used very rarely and can only be carried out by the Headteacher, or Deputy Headteacher in his/her absence. Each exclusion must be judged on the specific context of the particular event or sequence of events. The Trustee Board encourage staff involved to reflect for a period of time prior to making a final decision, consulting with senior staff or external agencies if in doubt.

The following list includes examples of unacceptable behaviour which may warrant a fixed term exclusion from Biddick Academy. **The Headteacher has the right to permanently exclude a student for a serious breach of the school rules.**

- A deliberate assault on a member of staff.
- Any assault with a weapon or other implement against staff.
- A deliberate assault on another child.
- Carrying, selling, using and distributing drugs within or on the way to or from school.
- Sexual assault.
- Persistent racial abuse.
- Persistent abuse/bullying including physical abuse.
- Verbal threatening and intimidation of staff.
- Bullying committed via social networking media / electronic means.
- Deliberate setting of the fire alarm.
- Cumulative disruptive events when the school has attempted to gain compliance through other sanctions.
- Persistent and entrenched refusal to comply with expectations.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is normally used as a last resort, but in exceptional circumstances it may be appropriate to permanently exclude a child for a first or "one off" offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Carrying, selling, using and distributing drugs within or on the way to or from the Academy.
- Carrying an offensive weapon.

## Appendices

### *Appendix 1*

#### Linked Policies

- a) Anti - bullying
- b) Racist Incidents
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