



Policy adopted on: 28th November 2013

Date of review: September 2018

Responsible person: Phase Director

Behaviour Management Policy

Linked documents

- Exclusions Policy
- Rewards Guidance
- Absent Without Permission (AWOP) Guidance

Rationale

This policy provides a framework for staff, pupils and parents. Our approach to behaviour management is intended to encourage pupils to develop self-discipline, demonstrate acceptable behaviour and show tolerance and respect to others. We recognise that parents play the most important role in teaching about ways to behave, at the Academy we reinforce the attitudes, courtesies and disciplined behaviour which begins in the home. It is therefore an important aspect of behaviour management that we keep parents informed in all aspects of pupil behaviour and conduct.

At The Boulevard Academy we believe:

- All people have the right to be respected.
- The environment and personal property should be respected.
- There is a fundamental link between good discipline and purposeful learning.
- Unacceptable behaviour must be challenged and can be changed.
- Everyone has the right to work and learn without disruption.

Aim

We aim to provide an orderly, caring and supportive community where pupils and adults feel safe and secure. We will seek to do this by creating an atmosphere which is conducive to learning and supportive to our pupils and by encouraging partnerships with parents.

Objectives:

- To provide good adult and peer role models
- To celebrate achievement and recognise success
- To enhance and promote self-esteem and self-discipline
- To work in partnership with parents
- To encourage respect for the school environment and for each other

- To challenge and deal with unacceptable behaviour in order to maintain a calm working environment

Our expectations

At The Boulevard Academy we would like pupils who:

- Are confident, trustworthy individuals, who understand the effect of their own actions and can make decisions about their own behaviour.
- Have high self-esteem and a positive self- image.
- Show respect, kindness and consideration to others.
- Understand that unacceptable behaviour and language have consequences.
- Have a positive view of their local community and environment and understand that they have responsibility to protect it.
- Have a positive view of the Academy and understand that rewards are offered for positive contributions to the life of the Academy and for efforts made to personal and Academy success.
- Understand the inter-relationships of society and the local community and are not prejudiced by race, gender, age, disability or culture.

Relationships

The Academy expects that:

- Adults develop relationships with our children that are based on mutual respect, trust and understanding of individual circumstances.
- Adults understand that our children may have different views on life and different experiences and home circumstances to those experienced by staff at the Academy.
- Everyone is treated as an individual.
- We speak to children as we expect to be spoken to.
- Children are greeted in a polite and positive manner.
- Adults always use appropriate language and avoid using phrases which could be misinterpreted by pupils or parents.
- Good behaviour is promoted by fair, consistent approach and by acknowledging and rewarding good behaviour.

Implementation of the policy

Code of Conduct

At The Boulevard Academy everyone is expected to act with courtesy and consideration towards others at all times and to respect the environment in which we work. Our expectations are clearly expressed in The 'PAUSE' Code of Conduct (Appendix 1) and the 'Responsibilities for members of the Academy community' statement (Appendix 2).

Classroom Practice

An Assertive Discipline approach to positive behaviour management should be adopted

To promote good classroom relationships teachers need to:

- Offer good role models
- Foster good relationships with mutual respect

- Supervise entry and exit of the classroom (Meet and Greet Policy)
- Set clear classroom rules
- Have high, clear and known expectations of pupils' academic and social abilities
- Match curriculum and teaching style to pupils' needs by thorough lesson planning
- Extend and motivate pupils by providing stimulating and creative learning activities
- Keep a tidy, stimulating working environment
- Mark work and provide regular feedback to pupils
- Nurture pupils' growing maturity, self-esteem and self-discipline
- Focus on and reinforce through rewards for positive behaviour and achievement
- Be consistent and fair in setting and applying standards for behaviour
- Offer guidelines to pupils on positive ways of achieving good behaviour
- Re-establish working relationships after sanctions have been applied (clean slate)

Dealing with unacceptable behaviour in class and at arrival/departure from lessons

- Unacceptable behaviour in the classroom is best dealt with by the class teacher at the time it occurs.
- If sanctions are needed they should be carefully chosen according to the level of unacceptable behaviour. Pupils should be aware of what will happen next if the unacceptable behaviour continues.
- Staff will not threaten what cannot be carried out and should avoid inappropriate use of whole class punishments. Leave loopholes and not give final chances. Pupils should know why they are being punished and how they can put things right.
- Accept that young people make mistakes and need another chance. Make it clear to the pupil it is the 'behaviour' you dislike/ are applying the sanction for, it is not the person you dislike. This is really important for re-establishing the teaching relationship in future lessons. Avoid comments like "You are" Replace with "Your behaviour is unacceptable because..."

If unacceptable behaviour is persistent, discuss and utilise the help of your line manager. Keep pastoral staff and Group Tutor informed. If the behaviour still persists and if sanctions are not working, then the Phase Director should be involved. Information sharing and liaison takes place via the Pupil Information System.

Sanctions should be applied using the Staged Behaviour Management approach and the Assertive Discipline consequences. Generic guidelines are provided in Appendix 3.

Outside the classroom

- All staff have a responsibility to maintain an orderly atmosphere around the sites.
- All staff should see themselves as a positive presence empowered to influence the atmosphere around for good.
- Staff should be prompt for duties to ensure adequate supervision
- All staff should adhere to the '**Meet, greet and seat**' policy to provide supervision, in the immediate vicinity of your classroom, of movement of pupils between lessons and to ensure an orderly start to lessons
- Do not tolerate behaviour which goes against the Code of Conduct. Challenge and report any bullying, racist or sexual harassment
- Log incidents on the Pupil Information System
- Any incident is best dealt with by the teacher closest to the incident.
- In an emergency send for help via the Alert system

Behaviour to be encouraged	Sanctions for inappropriate behaviour
Corridors <ul style="list-style-type: none"> • Walk on the left • Move around quietly • As a class walk one behind the other • Hold doors open for others if appropriate 	<ul style="list-style-type: none"> • Verbal reprimand • Ask to repeat the action appropriately • Miss 10mins of break time
Assembly <ul style="list-style-type: none"> • Walk in orderly manner • Sit/ stand in silence • Listen respectfully • Join in activities • Exit when instructed in an orderly manner 	<ul style="list-style-type: none"> • Verbal reprimand • Sit away from peers • Remove from Assembly and further sanction applied eg detention
Playground/ outside spaces <ul style="list-style-type: none"> • Keep hands and feet to yourself (no fighting/ play- fighting) • Line up to enter buildings in an orderly manner at the end of play/break time • Avoid interfering or spoiling others games • Be polite to everyone • Use only appropriate language 	<ul style="list-style-type: none"> • Verbal reprimand • Walk with Duty staff • Miss next break time • Refer serious incidents to Phase Director • Persistent offenders may have break time supervised for fixed period of time
Dining Room <ul style="list-style-type: none"> • Remove outdoor clothing • Line up sensibly and wait your turn • Sit down to eat sensibly and quietly • Eat food with care and clear away waste and litter before leaving 	<ul style="list-style-type: none"> • Verbal reprimand • Name recorded in Lunch Supervisors book and reported to Duty staff if appropriate • Serious incidents should be reported to Phase Director if appropriate • Persistent offenders may be banned from using the Dining Room or may have lunch time supervised for a fixed period of time

Supportive network for pupils

There are times when a pupil will need supportive intervention in order for them to function well socially or academically. Tutors and subject staff are kept aware of any particular difficulties affecting their pupils and should be sensitive and flexible in their expectations and dealings with that pupil. However, some details for vulnerable, at risk or pupils on the child protection register may need to be kept confidential. All Staff need to show sensitivity to the complex nature of the background of many of our pupils and should approach dealing with any pupil with sensitivity to the fact that a pupil's behaviour may be a consequence of issues which they may not be fully aware of.

There are a variety of ways through which pupils are supported:

- The Pastoral System
- SEN Code of Practice

- Academic Tutoring
- Pastoral Curriculum
- Target sheets / Monitoring sheets
- Parent / school co-operation
- Personal intervention – through tutor, elected teacher, Mentors, other staff
- Use of outside agencies – Education Welfare Service, School Health Service, Social Services, Educational Psychology Service, Child Psychiatric Service
- Child Protection Policy
- Equal Opportunities Policy
- Anti-bullying Policy

Rewarding positive behaviour, attainment and progress
(Linked to Rewards Guidance)

At The Boulevard Academy we place a great deal of importance on the positive effect that rewards can have on pupils of all ability levels. The pupils are encouraged to earn rewards. We talk to pupils regularly about what they find rewarding, in order to develop an individual diverse rewards “menu”. Pupils are consulted on a regular basis via Class and School Council. However, as rewards are a matter of individual preference there will be times when it is more appropriate to negotiate with pupils on a one to one basis as to the valued reward outcome.

Rewards on offer :

- verbal praise, smile and congratulations
- written comments
- stickers
- sharing of positive feedback with a wider audience, adults or pupils
- photographic evidence in displays or workbooks
- achievement display
- certificates
- verbal report/ telephone call to parent/carer
- letter to parent/carer
- achievement assemblies
- individual praise
- group praise
- achievement prize
- responsibilities
- reward trips

All members of staff are issued with Rewards Guidance.

.Merits will be awarded for the following reasons;

- Outstanding work
- Reaching a target
- Positive attitude
- Uniform
- Effort
- Attendance
- Punctuality
- Community service / really helpful

- Politeness
- Uniform

TRICs

These are awarded for developing specific learning skills demonstrated in class work

Sanctions as part of the staged behaviour management system. (See Appendix 3)

These are examples of staged sanctions available.

Sanctions available to class/subject teachers and Tutors are:

- **Verbal reprimand** – (informal reproof at the time or a more formal discussion at the end of the lesson)
- **Written comment** – in Pupil Learning Journal or exercise book
- **Behaviour Targets set** –in Pupil Learning Journal or exercise book
- **Loss of free time** – to rewrite or complete work at play/break time, lunch time
- **Tasks** – e.g. tidy classroom
- **Loss of privileges – e.g. unsupervised time**
- **Discussion with parents** –by telephone, letter or meeting (keep a record)
- **Detention** – 10 mins at break time, lunch or end of school is acceptable without prior notice. For after school detentions, parents should be contacted and the sanction applied on the same day whenever possible.
- **Use of Support Tree**

Additional sanctions available to Middle Leaders are:

- **Withdrawal from lesson** for a period of time and letter home
- **Detention of 30 or 60 mins** (as appropriate to age/ Phase) and letter home
- **Contact with parent/ carer**
- **Behaviour/ target report card** and letter home
- **Review grouping/setting arrangements**
- **Referral to Leadership detention** – for persistent offenders

Additional sanctions available to Pastoral staff are:

- **Withdrawal from lesson** and letter home
- **Detention** and letter home
- **General Behaviour report** and letter home
- **Loss of unsupervised time** – break time or lunch time
- **Target report/card or Pupil Support Plan**
- **Referral to Time Out facility by negotiation**
- **Negotiation with Leadership Team for alternative provision/ timetable**
- **Referral to other support** (Mentors, external agencies)

Leadership Team have access to all sanctions. They also have the option of making a referral to the Principal requesting exclusion or referral to a disciplinary committee.

If the support and sanctions systems are not successful with a pupil then a pupil (accompanied by a parent/carer) will be invited to appear before the Disciplinary Committee of the Governors for a formal warning. A contract may be used in conjunction with other appropriate measures to enable the pupil to make a fresh start.

Exclusion – (Refer to linked Policy on Exclusion for further detail)

The Principal may exclude for gross misconduct, for an assault on another member of the Academy or when everything else has failed. Return to the Academy may well involve the laying down of conditions/a contract being drawn up between pupil and the Academy signed by the Principal, parent and pupil.

Only the Principal has the authority to exclude a pupil. Vice Principal, has the designated authority to coordinate exclusions on behalf of the Principal.

The Alert System

An emergency 'Alert' system is in place to deal with emergency assistance for serious incidents or when there is a high risk for health and safety to be compromised.

Examples of when it would be appropriate to call for Alert may include incidents such as

- Suspicion of being under the influence of drugs or alcohol
- Physical abuse or high level of threat of physical violence
- Verbal abuse towards a member of staff (including swearing, racial or sexual comments)
- Serious disruption where usual intervention can not restore order

Calling for Alert

Send a reliable pupil with an Alert slip to Pupil Services/ Reception or make a phone call to Pupil Services/ Reception if appropriate. The slip should make the location of the incident clear.

If a pupil walks out of the lesson staff should not attempt to restrain them (unless there is a serious threat to safety of the individual or others) but use the AWOP system to inform Pupil Services/ Reception (See linked document AWOP guidance). Staff on Alert may pick up internal truants and return them to class; the Alert staff will then inform Pupil Services/ Reception that the 'missing' pupil has been returned.

Staff on the Alert rota will be contacted by Pupil Services/ Reception. Alert staff carry the Alert mobile phone and patrol corridors, visit classrooms and check on areas where there are known to be problems or concerns.

Follow up from Alert call

When Alert is called the **class teacher** must log the details of the incident on the MIS system. The Alert member of staff may remove the offender in order for the lesson to continue without further interruption but the **sanction should be administered by the class teacher** or by discussing the action taken with the Alert member of staff. If the Alert was of a very serious nature (for example where exclusion is warranted) then the matter will be referred to a member of the Leadership Team. In that case, the exclusion will be logged on the MIS system, the Leadership Team member will discuss with the member of staff what sanction has been put in place and will arrange for reconciliation for the pupil involved before returning them to normal timetable.

Management of this policy

The Principal is responsible to the Governing Body for the promoting, monitoring and maintaining of this policy.

The Vice Principal is responsible for the day to day promoting, monitoring and maintaining of this policy.

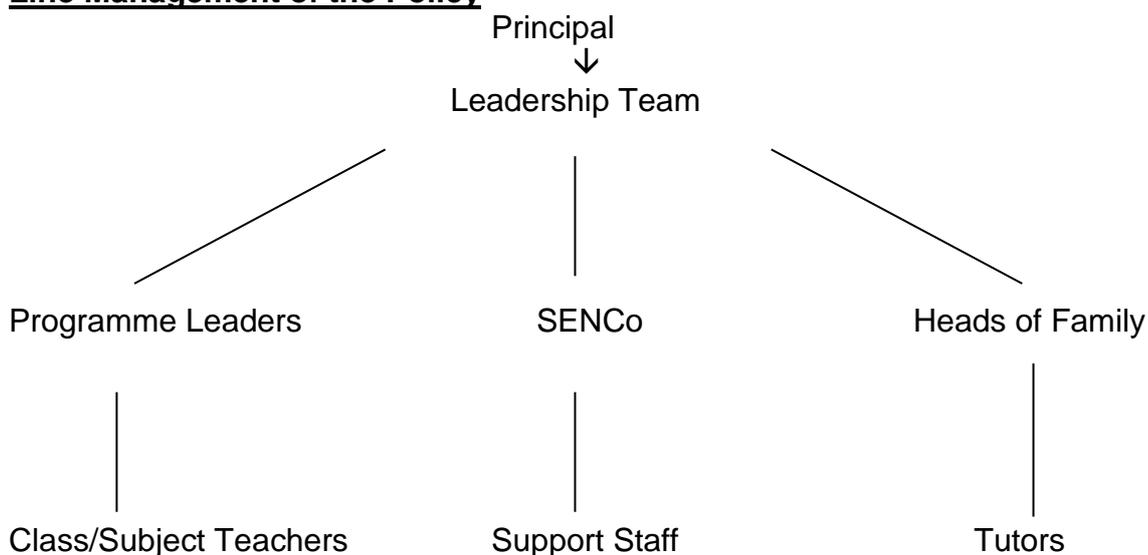
Programme Leaders are responsible for managing, monitoring and maintaining the policy within their teams and area of the Academy.

Pastoral staff are responsible for managing, monitoring and maintaining the policy within their Group particularly in monitoring individuals causing concern and tracking potential problems to put in place intervention strategies to bring the pupil in line with expectations of good conduct.

All staff are responsible for implementing the policy.

Associate staff should refer incidents of concern to the appropriate members of the teaching staff but are expected to challenge unacceptable behaviour as a responsible adult in the Academy.

Line Management of the Policy



Monitoring

This will take place through:

- Pastoral meetings
- Leadership Team Meetings
- Appropriate Log books for Racism or Sexual harassment or Physical Abuse
- Behaviour Management System records and AWOP/ Alert call records
- Exclusion data

Communication

This policy is shared electronically with staff via the shared area and in hard copy in their Teaching and Learning Folders held by every member of staff and the Policy Folder available in the staffroom.

The main features of the policy are shared with pupils by:

- Assemblies
- PAUSE code of conduct available in laminated mats for every classroom
- Positive reinforcement by consistency from every member of staff
- Pupil Learning Journals

- Group Tutors

The policy is shared with parents via the parent's area of the Academy website and is available on request as a hard copy. A hard copy is also issued to all new parents of pupils joining the Academy.

Communicating incidents and follow up

The Pupil Information System (on the School Information Management System) is used to provide the necessary information to build up a profile on a pupil's progress, attendance and behaviour

The system is designed to provide an accurate and objective picture of the pupil and to co-ordinate any actions taken by the appropriate members of staff.

Information recorded on the MIS system may be shared with parents or with Governors at Disciplinary meetings. It is therefore essential that accurate detail is given of the incident and action taken. Professional language should be used at all times when recording information on pupils.

Parents / outside agencies may request to see information recorded. Information should be accurate. This information will be included in Exclusion Meeting documentation.

Pastoral meetings have a standing agenda item to discuss pupils causing concern and an opportunity to discuss supportive ways forward.

Leadership Team meetings held weekly are used to discuss individual pupil concerns and next steps to be taken.

When sanctions such as Time Out, Exclusion, Alternative provision or modified timetable are used it is usually because there are general concerns about the conduct of an individual pupil. Such actions are notified to the general staff and not individual staff. Notification is shared in a variety of ways such as

- Staff room whiteboard
- Staff Bulletin
- Pupils Educated Offsite/Alternative Curriculum/Modified Timetables held at Pupil Services
- Email
- A weekly 'Behaviour Matters' update

Exclusions

(Linked to Exclusions policy)

Following a fixed term period of exclusion the pupil is required to attend a meeting with their parents and a member of the leadership team. A record of the discussion is made and the terms on which the pupil is allowed to return are recorded. Where the reason for the exclusion was a single incident involving a member of staff, a member of the leadership team will meet with the member of staff prior to the first lesson with that pupil to explain the outcome of the meeting. Usually an action of restorative justice (for example an apology) will take place before the teacher would meet that pupil in lesson time.

Appendix 1

PAUSE

This is to remind you of the standards expected of you and how you can contribute to further improving the reputation of the Academy. I would also like to remind you of some of the ways we already expect you to conduct yourself at all times.

Punctuality:

- Develop good habits by being on time for registration and to every lesson.

Attendance:

- Good attendance is essential every day and to every lesson.
- Pupils with good attendance, achieve their goals.

Uniform:

- We wear our uniform correctly .
- Being smartly dressed always makes a good impression of yourself and the Academy.
- We only wear coats and hats outside of the building.
- We keep jewellery to a minimum (watch, 1 pair small stud earrings).

Safe and sensible behaviour:

- We keep safe by behaving in a calm and sensible manner around the building, on the site, on our way to and from the Academy and when representing the Academy on visits and trips. In this way we present a positive image in our community.
- We never throw objects/snowballs in case we accidentally injure someone.
- We may drink water only in class if the teacher allows this.
- We always respect health and safety rules especially in places like laboratories, workshops and IT rooms.
- We keep mobile phones, mp3 players and similar devices for use outside of the Academy. We keep them switched off and out of sight whilst we are in the Academy.
- We only eat our food in the dining hall. This avoids leaving food scraps and litter around which spoil our environment.

Expectations:

- We co-operate and respect each other, staff and visitors at all times. We are polite, smile and say 'good morning'.
- We come to our Academy to work and learn so we always make the best effort we can in lessons and other activities.
- We want to be successful and we can achieve this by following the PAUSE Code of Conduct.

The best schools have high standards and high expectations. High standards have to be kept by pupils and staff. I have high expectations of you and you should have high expectations for yourself. Together we can all work to make The Boulevard Academy the 'best' it's up to you.

Appendix 2

Responsibilities of all members of the Academy community

Staff and Governors will endeavour to

- lead by example
- be consistent in dealing with people
- promote the aims and expectations of the Academy
- have high expectations of the pupils
- meet the educational, social and behavioural needs of all pupils
- provide an appropriate curriculum and learning experiences for pupils
- keep parents informed about all aspects of pupil's progress

Pupils have a responsibility to

- support and care for each other and the adults they work with
- respect all property and work
- listen to others and respect and tolerate different opinions
- take responsibility for their own actions and behaviour
- do as instructed by all members of staff
- follow the PAUSE code of conduct at all times
- take responsibility for their own learning and always be prepared to participate fully in learning activities

Parents are encouraged to

- be aware of the Academy's values and expectations
- support the aims and expectations of the Academy
- ensure pupils attend regularly and arrive on time each day appropriately dressed and equipped to learn
- provide written explanation of the reasons for absence
- attend parents evenings and meetings
- support staff in the development of the pupils' education

Behaviour	Sanction
Simple Rules <ul style="list-style-type: none"> • Not in full uniform (without a note) • Wearing unacceptable jewellery*/ make-up*/ extreme hairstyles / facial piercing • Failure to bring pen, pencil, ruler and rubber • Not having your Student Planner • Eating / chewing in class • Use of a portable media device in the building* 	Level 1 - Class teacher may use sanctions such as: <ul style="list-style-type: none"> • Writes a note in your Student Planner for your family to read • Verbal warning • Break/lunch/after school 10 min detention • Behaviour target set <p>*the item will be confiscated</p>
Time Wasting <ul style="list-style-type: none"> • Lateness to a lesson (without a note) • Failure to bring required books/equipment/ingredients • Failure to bring PE kit (without a note) • Work not handed in on time • Out of seat without permission • Time wasting through talking • Not enough work produced • Not listening to the teacher • Any disturbance of the lesson 	Level 1 - Class teacher may use sanctions such as: <ul style="list-style-type: none"> • Writes a note in your Student Planner for your family to read • A comment will go on your school record (recorded by the teacher electronically) • Repeated poor behaviour may result in a break or lunch time detention • Class/Subject Teacher/Family Tutor Report Card • Behaviour target set • Support Tree may remove you from that lesson
Rudeness/ Disobeying Instructions <ul style="list-style-type: none"> • Repeat misbehaviour • Missing a break or lunch time detention • Truancy/leaving a lesson or the site without permission • Stopping the lesson through poor behaviour • Refusing to follow staff instructions • Being sent out of the lesson • Swearing/ or abusive language • Lost or unsatisfactory report 	Level 2 - Middle Leaders sanctions may be used such as: <ul style="list-style-type: none"> • A comment will go on your school record (recorded by the teacher electronically) • You may be placed on after school detention by the Programme Leader or Phase Director • You may be removed from your group • Contact with your parents • Report Card
Challenging Behaviour <ul style="list-style-type: none"> • Missing a detention • Arguing, swearing or answering back to staff • Bullying • Vandalism/damage to equipment or a room • Theft • Smoking • Possession/use of illegal substances • Verbal or physical threats • Physical violence • Sexist/racist or religious comments 	Level 3 - Leadership Team may take the following action: <ul style="list-style-type: none"> • You may be removed from your lesson immediately • You may be placed in internal isolation • Your family will be contacted and a parental meeting will take place with a member of the Leadership Team • Your future at the school may be discussed with the Principal
Serious Concerns <ul style="list-style-type: none"> • A referral from a member of the Leadership Team or Phase Director which may be for a single incident or lots of incidents where behaviour is not improving 	Level 4 - Principal may: <ul style="list-style-type: none"> • consider an exclusion (fixed term or permanent) or a move to another school • Your family will be contacted and a parent contract meeting will take place with the Principal or a Vice Principal
Persistent misbehaviour or serious incident	Level 5 Governors may <ul style="list-style-type: none"> • Hold a Governors Disciplinary Panel meeting with your parents to discuss your future • Consider permanent exclusion from the Academy

Behaviour management Structure

