

Bromley Beacon Academy

Behaviour Policy

Responsible post holder	Executive Headteacher
Approved by / on	1 st September 2016
Reviewed on	1 st September 2020
Next Review	1 st September 2021



Introduction

Bromley Beacon Academy is a school for students with a range of social emotional and mental health needs as well as a range of secondary special educational needs and as a school, its most important role is to offer the best education possible to the students who attend.

We know that behaviour is a form of communication and a student's poor behaviour is often a communication that is saying they are finding it difficult to cope with issues either within their home or school life. This may cover a wide range of problems which could include unmatched learning, social issues or mental health issues.

Many of our students have complex needs and can present their own challenges. However, we know that our school will provide the stability, consistency and care which will allow them to develop and thrive in a safe environment. Our staff within the school recognises the difficulties that our students are facing and will act with compassion and understanding in their interactions with them. Staff always aim to build good relationships with students so that they understand their needs and are able to support learning and behaviour to maximise potential and achievements.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty, BBA recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs.

1. Principles of Behaviour management

1. We encourage all students to learn and understand that they have rights and responsibilities towards themselves and the wider school community and society taking into consideration the current pandemic and associated guidelines to keeping everybody safe.
 - 1.1. Developing an appropriate relationship with students of all ages, based on mutual respect, is the most appropriate way of ensuring the effective management of behaviour. Good communication and positive reinforcement will often diffuse confrontation. Staff should seek to de-escalate incidents at the earliest possible opportunity.
 - 1.2. Rewards and praise are given emphasis over sanctions and reprimands. Positive behaviour can be rewarded with verbal praise, ticks, certificates, prizes, school reward trips etc. There will be more emphasis placed on a student exhibiting positive behaviour than on displaying unacceptable behaviour.
 - 1.3. Where sanctions are necessary, they will be proportionate to the unacceptable behaviour. They must be issued fairly and the reason for the sanction and the future expectation explained to the student in clear terms which they can understand.
 - 1.4. Behaviour management in the school involves trying to modify the behaviour being displayed by students with complex needs. Behaviour management strategies are not guaranteed to succeed. They will require staff to be resilient, consistent and calm in supporting our students.



- 1.5. Strategies should be 'SMART' – Specific, Measurable, Achievable, Realistic and Timely. The nature of the strategy may correlate directly to how well the member of staff knows the student and the success of a strategy will largely depend upon the relationship between the student and the member of staff leading the strategy.
- 1.6. It is important that achievement and improvement, in any area, is acknowledged and celebrated. Staff must seek to actively promote regular achievement so as to develop student self-motivation.
- 1.7. Due to the age range and differing needs of our students within the school it is not appropriate for the same behaviour management strategies to be applied across all provisions within the Trust.
- 1.8. The main differentiation will be seen when considering the age differences between the KS2 and KS3 provision at the Orpington Campus and the KS4 and KS5 provision at the Bromley campus.
- 1.9. Bromley Beacon Academy believes that we all respond better to encouragement and support rather than negative response. To develop this the students are taught that:
 - I can work towards my five targets including three academic targets and two social, emotional and mental health targets
 - I can make healthy choices about my physical, emotional and mental well being
 - I can respect myself, other people and the school environment

Using the 'I can' statements we encourage students to understand that 'Thoughts create feelings, feelings create behaviour, behaviour reinforces thoughts'. This is considered through everything we do.

2. Processes

At Bromley Beacon Academy, we work closely with the schools Youth Policing Team. This collaboration enables early intervention and gives the students the opportunity to make amends whilst working with adults they trust. If serious incidents occur, then it may also be necessary to involve the Police. As an absolute last resort, this may also involve the student being excluded from the provision for a period of time. Fixed-term exclusions are at the discretion of the Head of School.

2.1. (i) Expectations KS2&KS3 Expectations (Appendix A):

Clear expectations are displayed throughout the school. Students are reminded daily of the expectations when in school in order to prevent any unacceptable behaviour. Each statement begins with 'I can' in order to emphasis students making positive choices.

(ii) Expectations KS4&KS5 Expectations:

Clear expectations are displayed around the school. Staff prompt students when they are not managing their behaviour appropriately. Pastoral teams to work closely with both students/Parents/Carers to reinforce these expectations.



2.2. Sanctions:

The use of sanctions alone has not been found to be effective in altering patterns of behaviour in students with complex needs; instead the use of sanctions can often create frustration leading to further issues. Where this is the case this must be communicated to all staff. We need to ensure that restorative practice, emotional coaching and positive praise are at the heart of our practice.

2.3. Serious Incident Reports:

All serious incidents must be recorded on CPOM's and on individual student behaviour files. These reports are central to post-incident procedures, particularly where a parent/carer meeting is required.

2.4. Sending home:

The School will endeavour to ensure that students are only sent home through (a) illness or, (b) if it is unsafe for a student to be in school. The School recognises that external exclusion should not be routinely used but there are circumstances in which exclusion is appropriate. Staff must complete the incident sheet for serious concerns and return to the Head of School.

2.5. Responsibility and Reparations:

A student accepts responsibility by:

- Giving their version of what has happened either verbally or in writing
- Understanding other versions
- Outlining what they could have done differently to avoid conflict
- Making reparations, including apologies where appropriate, for their actions
- Reparations may include a written and/or verbal apology. It may also include community service or a financial repayment for damages to school property or to another student's property.
- Restorative conversations or practice

2.6. Exclusion and Post-Exclusion Process:

The decision to exclude is that of the Head of School.

At the conclusion of the exclusion, the student will return to school with a parent/carer for a post exclusion meeting with a member of SLT. This is the forum at which the student will be expected to take responsibility for their actions and embrace a process for reparation. Persistent and repetitive misbehaviour or violent behaviour may result in the police being called to the school. If the incident has required Police intervention, then the Youth Policing Team Schools Officers will be asked to attend the reintegration meeting where possible.

The Head of School may decide that students returning from such exclusions may, for a temporary period, be placed on a reduced timetable to enable them to re-integrate more successfully. Students who are excluded for a period of five days will return to school with a pastoral support plan to help them reintegrate back into the school and fully support them post exclusion.

Please see the exclusion policy for further details.



2.7. Conflict and closure:

To ensure an effective closure to any given incident, it is essential that the student or students feel secure and confident that there is no lasting resentment; that there is no likelihood of a repeat incident and that the perpetrator feels forgiven. Restorative conversations or practices to form part of this process.

2.8. Therapy:

Students may be offered therapy as a supplement to other behaviour management strategies and parents/carers may be given the opportunity to be referred to external agencies and the Therapy and Wellbeing Team.

2.9. External Agencies:

Supporting students may involve external agencies. This can include Social Services, the Bromley Well-being Service, The Educational Welfare Service, The Educational Psychology Service, Change.org, The Youth Offending Team and Bromley Children's Project, and other relevant agencies as required.

2.10 Discrimination and Bullying:

Challenging discrimination and bullying is part of a broad educational provision at the school, both within and beyond the formal curriculum. These issues are dealt with as specific behaviours requiring particular management procedures.

Any form of negative behaviour designed to denigrate or humiliate another member of our community, physically, verbally or emotionally is dealt with appropriately. Our response is to support the victim and the perpetrator.

Incidents of discrimination/bullying are recorded on our bullying log and drawn to the attention of the Senior Leaders fortnightly; such incidents are recorded daily by staff on CPOM's as well as on a bullying form. The incidents are logged by the behaviour lead and students are placed onto the bullying ladder. This ladder, showing stages of individual students, is shared with staff regularly. SLT make decisions about stages of the bullying ladder.

2.11. Off Site /Out of Bound:

Supervision of all aspects of the school day is essential for the safety and welfare of our students. Therefore, there needs to be a clear response to students going off site or out of bounds and travelling to and from school. The vast majority of our students travel by taxi and we work with the companies to ensure acceptable behaviour is demonstrated in the vehicle.

2.12. Other Misbehaviours:

Other common misbehaviours will be dealt with by staff in attendance. Such misbehaviours include play fighting, foul and abusive language, name-calling and provocation. These behaviours should always be challenged as inappropriate and unacceptable and there should be clear consequences for such behaviour.

2.13. Use of Social Media:

The Head of School will take firm action against any student who posts defamatory or intimidating messages or images on social media such as mobile phones, internet sites,



chat rooms, social networking sites or similar, in or out of school, about another student or member of the school's staff. This may well include the school's police team meeting with the student to discuss the severity and repercussions of the incident.

3. Rewards

3.1. (i) KS2 & KS3 Rewards:

Students are rewarded for their positive behaviour and choices by the following:

- Students earning behaviour/bonus ticks and Class Dojo points
- Verbal praise and acknowledgement
- Stickers
- Virtual money for the class reward shop (KS2)
- Golden time (KS2 and KS3)
- Certificates linked to LIFE (please see visual consequence prompt below)
- Reward vouchers
- Class merit trips
- Other reward trips

(ii) KS4 & KS5 Rewards:

Students are rewarded for their positive behaviour and choices by the following:

- Verbal praise and acknowledgement
- Certificates linked to RHITT values
- Certificates for academic progress and participation
- Reward vouchers
- Other reward trips
- Pastoral Leads awards
- ½ termly Head of School Award
- Attendance draw with vouchers for JD Sports
- Tuck vouchers for previous weeks 100% attenders
- End of term attendance awards – from HT

3.2. Certificates:

At the end of each week, students are awarded certificates at a special assembly. These are for effort and attainment in each subject and for bonus ticks, attendance and behaviour within each form group.

3.3. Annual Awards Evening:

Ten students from each site are chosen by staff who have shown quality learning and behaviour and prizes are presented to them at our Autumn annual awards evening. This year a Head Girl and Head Boy were chosen as well as awards for progress and attendance.

3.4. The Jack Petchey Award:

The Jack Petchey Award is for achievement. Mr Jack Petchey, a self-made millionaire and philanthropist, has awarded the school £250 each term for the most deserving student to spend on a school-based activity or resource of his/her choice. There is also a Leaders' Award to an adult who makes a significant contribution. The school community, both staff and students make a nomination. The student who receives the most nominations receives the Award. All Jack Petchey winners and their



parents/carers attend an annual civic reception where they meet the Mayor and local dignitaries and receive a medal.

3.5. Attendance and uniform:

All students are expected to attend each day punctually and in uniform. The Head of School presents a weekly award for consistent high attendance and achievement throughout the Key stages.

4. Sanctions

4.1. (i) KS2 & KS3 Sanctions:

Authorised sanctions within the school include:

- Empty space in box on the tick sheet
- Restorative practice conversations
- Catch-up/behaviour detentions
- Telephone calls to parents/carers
- Requiring parents/carers to attend the provision
- Catch-up sessions for time or work owed (during break or silver time)
- Internal exclusion in our Inclusion Suite
- Outside Ban
- Detentions
- Safer Police school team interventions
- External Fixed Term Exclusions

(ii) KS4 & KS5 Sanctions:

Authorised sanctions within the school include:

- Restorative practice conversations
- Catch-up during the school day (break time/lunchtime)
- Behaviour detentions during lunch time or after school
- Telephone calls to parents/carers
- Requiring parents/carers to attend the provision
- Internal exclusion in our Inclusion Hub
- Youth Policing Team interventions
- External Fixed Term Exclusions

4.2 Pre-empting issues:

Our intention is to pre-empt violent and unsafe behaviour and misbehaviours through close supervision of students at all times during the school day. Staff should be looking to identify potential problems before they occur by studying the body language and moods of students. A quiet word of enquiry at this stage can be highly revealing and staff are expected to communicate concerns promptly. High and consistent expectations combined with early interventions around minor misdemeanour can pre-empt and prevent major misbehaviours.

4.3 Violent, Threatening and Unsafe Behaviour:

The School must remain a safe environment in which teachers are able to teach and students can learn. We have a zero-tolerance attitude towards violent behaviour, therefore students who behave violently may face a fixed-term exclusion. It is the clearest way of demonstrating to students that we do not accept violent conduct.



4.4 In class Supervision and Support:

A member of staff may judge that a student would benefit from in-class support in order to compose her/himself, discuss a source of grievance or anger, reflect and re-compose before returning to their learning group.

4.5 (i) KS2 & KS3 Unacceptable behaviour:

It is important for both students and staff to be clear that when unacceptable behaviour occurs, there will be appropriate consequences. Generally these will involve 2 warnings followed by an empty space left on the 'tick sheet', a restorative conversation with a member of staff and/or other students, a period of supervised time out of class and a telephone call to parents/carers.

(ii) KS4 & KS5 Unacceptable behaviour:

It is important for both students and staff to be clear that when unacceptable behaviour occurs, there will be appropriate consequences. Generally, if a student gets to warning 3 they may be removed and taken to the Inclusion Hub. The Inclusion Hub manager in conjunction with the behaviour team will have a restorative practice conversation with the member of staff/student involved.

(iii) KS2&KS3 Visual Consequence Prompt:

These are displayed across the school and in every classroom in order to remind students of the consequences of any unacceptable actions (appendix B). The core values of Learning, Independence, Friendships and Emotions are displayed through the school using the acronym LIFE. LIFE poster displayed in KS2/KS3 (appendix C).

4.6. (i) KS2 & KS3 Behaviours Displayed:

All student's behaviour is recorded on an individual daily tick sheet which is sent home with each student at the end of every day (appendix D). Student behaviour and attendance in lessons is logged by classes on the lesson attendance tracker in order to assist the detection of behaviour patterns. Students earn bonus ticks for good behaviours giving them access to 'Golden time rewards' but they do not get this time for poor behaviour choices in any session.

(ii) KS4 & KS5 Behaviours Displayed:

Positive behaviour is encouraged and celebrated throughout the school week. Staff send positive emails out throughout the working day and these are added to the behaviour email at the end of each day. The core values are displayed throughout the school, Relationships, Integrity, Honesty, Trust and Teamwork. The acronym RIHTT is used to depict this at BBAB, we do it the RIHTT way (appendix E).

Negative behaviours exhibited by the students throughout the school day are logged onto CPOM's as behaviour incident by staff and passed over to the behaviour team to manage each day; also going onto the behaviour email at the end of each day (appendix F & G).

4.7. Finishing the Day:

Students who have not completed their day successfully may be placed in reflection/catch up. If detention is not completed then the parent/carer will be asked to



bring the student to school the next day for an appointment to discuss their child's behaviour and work.

4.8. Restorative Practices:

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This involves actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

5. **Positive Handling**

5.1. Positive Handling:

If a student loses self-control, then positive handling may be required. The techniques and procedures used are in accordance with PRICE Training (Protecting Rights in a Caring Environment), DfE guidelines and the School's Positive Handling Policy. All incidents of positive handling are recorded, and parents/carers informed. Staff may employ positive handling as a last resort if:

- The behaviour of the student represents a physical danger to themselves
- The behaviour of the student represents a physical danger to others
- The behaviour of the student represents a significant physical threat to property
- The behaviour of the student represents a serious threat to the good order of the school

5.2. De-Escalation:

Staff will physically intervene when a student has lost self-control. De-escalation is designed to create the conditions in which control may gradually be returned to the student.

5.3. Eligibility in handling:

Only trained staff may employ positive handling and de-escalation techniques and procedures; however, it is a requirement of the Trust that all contracted staff are to be PRICE trained. Currently all permanent staff are fully trained, and refresher training is provided on a half termly basis. Agency staff may be trained in Team Teach which is acceptable if positive handling is required in an emergency.

6. **Responsibilities**

6.1. The Trust Board:

The Trust Board will review the Behaviour Policy and support the school in maintaining high standards of behaviour. They will ensure that the application of the policy and procedures is fair and equitable with particular reference to ethnic or national origin, culture, religion, gender, disability, or sexuality.

6.2. Head of School:

The Head of School will ensure the policy is followed consistently on a day-to-day basis by students and staff and where appropriate take necessary action when the policy is breached. They should establish a positive relationship with parents/carers and the local community.



6.3. Assistant Head – Behaviour and Behaviour Team:

The Assistant Head of School, Behaviour Team/Individual Year Group Pastoral Leads will work with the staff and students to ensure that behaviour is managed throughout the school day. They will also ensure that any interruptions to lessons or break times are managed effectively and efficiently to minimise disruption to learning and aid an environment conducive to learning and emotional wellbeing for our students and staff.

6.4. Staff:

Staff are responsible for ensuring the principles and practices of the policy underpin their management of student behaviour leading to a high-quality learning environment.

6.5. Students:

Students will be expected to take responsibility for their own behaviour to ensure it is in line with the Behaviour policy in and out of the learning environment. They should report any incidents of disruption, violence, bullying and any form of harassment.

6.6. Parents and Carers:

Parents and carers will take responsibility for the behaviour of their child both inside and outside of the school environment. They will be encouraged to work in partnership with the schools to ensure that high standards of behaviour are met.

6.7. Review:

The Head of School in consultation with staff, students and parents/carers will undertake systematic monitoring, review and evaluation of the Behaviour Policy to ensure that the operation is effective, fair and consistent.

6.8. Training:

The School will ensure that the policy is explained to all new and existing students through assemblies, Home-School Agreement, form periods and within the curriculum. The School will communicate the policy to all teaching and non-teaching staff by providing copies of the policy and through staff training.

6.9. Interrelationship with other school policies:

In order for the Behaviour policy to be effective, a clear relationship with other school policies, particularly Safeguarding, Anti-Bullying, Positive Handling Policy, Exclusion Policy, Teaching and Learning and Assessment must be established.

Appendix A - KS2 & KS3 Behaviour Expectations:

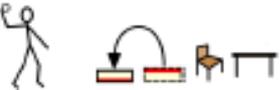


Our Expectations

- 1. I can complete my work to the best of my ability.**
- 2. I can listen to adults and follow instructions.**
- 3. I can raise my hand when I want to be heard.**
- 4. I can be respectful to others and to school property.**
- 5. I can keep my hands, feet and comments to myself.**
- 6. I can ask to leave the classroom.**

Appendix B - KS2 & KS3 Visual Consequence Prompt:



 Behaviour	 Minutes			
 Ignoring Instructions	Warning One, Warning Two, Warning Three = Consequence Three	3 Three	 Repeatedly	6 Six
 Interfering & Interrupting	Warning One, Warning Two, Warning Three = Consequence Three	3 Three	 Repeatedly	6 Six
 Swearing, Inappropriate & Rude	<u>General Swearing</u> Warning One, Warning Two, Warning Three = Consequence Three	3 Three	<u>Swearing directly at Staff/Students</u> 6 Repeatedly Six	<u>Racist, Homophobic/Transphobic & Sexualised Language</u>  Inclusion
 Threatening & Provoking	3 Three	3 Three	 Repeatedly	6 Six
 Throwing & Flipping Furniture	 Small Things	 3 Three	 Large Things or Furniture	10 Ten
 Out of bounds & Climbing Fences	 Outside Ban	 Detention	 Inclusion	 Exclusion
 Hands On	 Minutes	 Detention	 Inclusion	 Exclusion
 Fighting	 Minutes	 Detention	 Inclusion	 Exclusion

Appendix C - KS2 & KS3 Core Values:



Core Values



Learning



Independence

Friendships



Emotions



Behaviour and Target Sheet

Pup|e:

Date:

Lesson	Attendance	Work Completed?	Catch-up Minutes	Bonus Ticks	Comments
Form 08:45					
L1 09:40					
L2 10:10					
Break 10:40					
L3 11:00					
L4 11:50					
Lunch 12:30					
L5 13:20					
Form 14:30					
			Total	Total	

Codes for lesson attendance	
A	Absent from school
B	Behaviour
E	Exclusion
I	Maths/English Intervention
I↓	Internal Inclusion
L	Late
P	Present
T	Therapy
W	Work Avoidance

Additional Comments



Appendix E - KS4 & KS5 Behaviour Expectations:



Our Expectations

**Our Core Values at BBAB are:
RELATIONSHIPS, INTEGRITY, HONESTY,
TEAMWORK and TRUST**

This is how we do it here- We do it the
RIHTT way

- We value and build positive **R**elationships with each other
 - We have **I**ntegrity in all we do
 - We are **H**onest with each other and ourselves
 - We work together as a **T**eam
 - We build **T**rust with each other

We do it the RIHTT way



Appendix F - KS4 & KS5 Behaviour Expectations Continued:

Action	Actions/Consequences
Non-completion of set work to satisfaction	Work to be completed during break time, lunchtime or tutor time
Success in area of work, behaviour, meeting personal targets	Certificates to be given in assemblies Vouchers
Helpful actions towards others	Letters and phone calls home Certificates handed out in assembly
Failure to return from break or lunch (Year 11 and Sixth Form)	Loss of privileges to leave site for Lunch or Break
Refusal to work/disruption resulting in time wasted	Make up time wasted Time in Inclusion room
Deliberate damage	Community service Detention A bill to be sent home for larger amounts Reparation
Continued unsafe behaviour including fighting, representing danger to others, self or building/equipment	Isolation from the rest of the class in Inclusion room May contact the police or other agencies Meeting with parents /carers Meeting as a team Opportunities for reparation Positive handling
Violence towards staff	Exclusion – internal or external Isolation from the rest of the class in Inclusion room Positive handling May contact the local police or other agencies Meeting with parents /carers Phone call home Opportunities for reparation
Racist comments and anti-social behaviours e.g. bullying	Record on bullying incident sheet Parents/ carers informed Internal exclusion if necessary Opportunities for reparation Possible police involvement Or fixed term exclusion
Stealing	Return goods Phone call home May contact other agencies Apologies Possible police involvement
Bringing unacceptable items into school	Items to be confiscated and collected by parents Possible police involvement
Leaving class without permission	Work to be made up Directed to Inclusion room



Appendix G - KS4 & KS5 Behaviour Expectations Continued:

<p>Behaviour Detention incorporating restorative practice This is the maximum a student can be given for extreme behaviour and/or non-completion of work in class. All students being held for a behaviour detention will need to fill out a student reflection sheet and will be entered onto the detention logs.</p>	<p>15-30 minutes Detention – run by teaching staff with support from the behaviour team</p>
<p>Behaviour Catch up This detention is issued for those students who are not engaging in lessons and are breaking the school’s basic expectations of them in lesson time</p>	<p>15 – 45 minutes Reflection with Pastoral Leads, Behaviour team and Inclusion Hub manager</p>
<p>Work Catch up This detention is issued for students to catch up on classwork they have not completed in lessons.</p>	<p>5 - 30 minutes Catch up during break time, lunch time or tutor time, with teachers</p>
<p>Being removed from lesson When a student is removed from lesson due to poor behaviour by a member of staff after having received 3 warnings, they will be put into the Inclusion Hub.</p>	<p>15 minutes Reflection with Pastoral Leads during tutor time</p>
<p>Throwing of any Objects Any Student throwing objects such as rubbers pens etc. students will be given a maximum of 3 warnings then will be put in the Inclusion Hub.</p>	<p>15 minutes Reflection with Inclusion Hub manager and Behaviour team</p>
<p>Failure to attend Reflection If a student fails to attend their restorative practice or lunch time detention with the Inclusion Hub Manager or Behaviour team they will automatically be placed in a 30 minute after school detention the following day once parents/carers have been notified.</p>	<p>30 minutes Detention</p>

