

# Bromley Beacon Academy Orpington Campus

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## Behaviour Policy

<b>Responsible post holder</b>	Executive Headteacher
<b>Approved by / on</b>	1 <sup>st</sup> September 2016
<b>Reviewed on</b>	1 <sup>st</sup> September 2018
<b>Next Review</b>	1 <sup>st</sup> September 2019



## Introduction

Bromley Beacon Academy Orpington is a school for students with a range of 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 safety. Our staff within the school recognises the difficulties that our students have faced 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 them well and are able to support their learning and behaviour.

### 1. Principles of Behaviour management

- 1.1. We encourage all students to learn and understand that they have rights and responsibilities towards themselves and the wider school community and society in general.
- 1.2. 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.
- 1.3. 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.
- 1.4. 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.
- 1.5. 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.
- 1.6. Strategies should be 'SMART' – Specific, Measureable, 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.



- 1.7. 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.
- 1.8. 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.
- 1.9. 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.
- 1.10. 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

- 2.1. 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.
- 2.2. 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 justice, emotional coaching and positive praise are at the heart of our practice.
- 2.3. Serious Incident Reports All serious incidents must be recorded 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

## 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 the Head of School. 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.

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.

Please see the exclusion policy or 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 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 Therapists

## 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.

## 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 on a bullying form by staff. 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.

### **3. Rewards**

#### 3.1 Rewards:

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

- Students earning behaviour ticks and bonus ticks
- Verbal praise and acknowledgement
- Stickers
- Virtual money for the class reward shop (KS2)
- Silver time, golden time, platinum time (KS3)
- Certificates
- Reward vouchers
- Class merit trips
- Other reward trips

#### 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. 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 at all Key stages. An award for correct uniform at all times is also given out weekly.



3.4 'Building Great Learners' awards are given out monthly to the students who have shown the quality focussed on.

### 3.5. Annual Awards Evening

Ten students 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.

### 3.6. 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.

## 4. **Sanctions**

### 4.1. Sanctions

Authorised sanctions within the school include:

- Empty space in box on the tick sheet
- 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 area
- Safer Police school team interventions
- 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 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 a warning 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.

4.6 All pupil's behaviour is recorded on an individual daily tick sheet. Pupils earn bonus ticks for good behaviours giving them access to 'Silver time rewards' but they do not get this time for poor behaviour choices in any session.

Action	Consequences
Success in area of work, behaviour, meeting personal targets	Silver time Certificates to be given in assemblies Use of stickers Bonus ticks
Helpful actions towards others	Letters and phone calls home and bonus ticks for Silver time and fluffies in the jar (KS3)
Non completion of set work to satisfaction	Work to be completed during break or silver time. No tick on tick sheet
Failure to come in from play	Time to be made up during next break time or other appropriate time. No tick on tick sheet
Refusal to work/disruption resulting in time wasted	Make up time wasted Time in Inclusion room. Sent to inclusion room No tick on tick sheet
Deliberate damage	Community service Detention. A bill to be sent home for larger amounts No tick on tick sheet
Continued unsafe behaviour including fighting, representing danger to others, self or building/equipment	Isolation from the rest of the class 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 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
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
Leaving class without permission	Work to be made up No tick given unless student turns it around Time out before returning to class

<p><b>Behaviour Detention</b></p> <p>This is the maximum a student can be given for extreme behaviour and 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 behaviour log.</p>	<p><b>1hr-2hr</b></p> <p>Detention</p>
<p><b>Behaviour Catch up</b></p> <p>This detention is issued for those students who are not engaging in lessons and are breaking the schools basic expectations of them in lesson time.</p>	<p><b>5-30</b></p> <p>Minute Detention</p>
<p><b>Work Catch up</b></p> <p>This detention is issued for students to catch up on classwork they have not completed in lessons.</p>	<p><b>5-30</b></p> <p>Minute Detention</p>
<p><b>Being removed from lesson</b></p> <p>When a student is removed from lesson due to poor behaviour by a member of staff they will not gain a tick for the session and be held for a behaviour detention during break and/or silver time.</p>	<p><b>5- 30</b></p> <p>Minute Detention</p>
<p><b>Throwing of any Objects</b></p> <p>Any Student throwing objects such as rubbers pens etc. Will not be given a tick for the session on their tick sheet and will have a detention.</p>	<p><b>5-30</b></p> <p>Minute Detention</p>
<p><b>School Disrepute Detentions</b></p> <p>This detention may be issued to those students who are engaging in forms of anti-social and unacceptable behaviour travelling to and from school that bring the trust into disrepute.</p>	<p><b>30 minute -1hr</b></p> <p>Detention</p>



#### 4.7 Finishing the Day

Students who have not completed their day successfully may be placed in detention. 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.

### 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 physical handling are recorded and parents/carers informed. Staff may employ physical 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 who has lost self-control. De-escalation is designed to create the conditions in which control may gradually be returned to the student.

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 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 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.



#### 6.4 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.

#### 6.5 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.

