BROMLEY EDUCATIONAL TRUST

Bromley Trust Academy

Behaviour Policy

Responsible post holder	Executive Headteacher
Approved by / on	2nd December 2015
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Publication Method	

Introduction

The Bromley Trust Alternative Provision Academy (BTA) operates a range of provisions designed for pupils who have experienced significant difficulties in mainstream school. The Trust is committed to the vision that every pupil has a right to the best possible education to increase their future life chances. We aim to manage pupil behaviour through a policy that is clear, coherent and consistently applied.

Whilst it may not be possible for some of our pupils to return to mainstream schooling, the Trust has the aspiration that every pupil will be able to do so. Where this is not possible, and in any event whilst every pupil is within the Trust, we will relentlessly pursue the best possible education for them appropriate to their needs.

We know that behaviour is a form of communication and a pupil's poor behaviour is often a communication that there is something untoward in their life. This may cover a wide range of difficulties from social issues to being the victim of abuse to mental health issues.

Many of these pupils have complex needs and can present their own challenges, however, we know that our Trust will provide the stability, consistency and care which will allow them to develop and thrive in safety. Our staff within the Trust recognises the difficulties that our pupils have faced and will act with compassion and understanding in their interactions with them. Staff will ensure that they know each of their pupils to increase their understanding of them as well as implementing effective management of behaviour and learning. Where sanctions are necessary, they will be issued fairly and the reason for the sanction and the future expectation will be explained to the pupils.

1. Principles of Behaviour management

1.1. We encourage all pupils to acknowledge that they have rights and responsibilities towards themselves and the wider school community including the responsibility to resolve any difficulties among themselves or with assistance from staff. In this way we endorse our responsibility to help pupils develop appropriate social skills which are acceptable to society in general. Through this policy we aim to make explicit our expectations of appropriate behaviour, to reward it and to help pupils to understand the consequences of their inappropriate behaviour through our disapproval and consequences. These include the quality of behaviour and language in the classrooms, on the corridor, in the playground and beyond and the quality of work produced and displayed. Other indicators are attendance and exclusion records, reports, behaviour records and home-school reports.

1.2. Developing an appropriate relationship with pupils 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 and secure compliance. Staff should seek to divert and de-escalate incidents at the earliest possible opportunity.

1.3. The level and nature of appropriate staff support, or intervention, in dealing with pupils will depend on our knowledge of them and their attitude and behaviour at the time. Physical presence and verbal communication should allow for pupils' behaviour to be diverted away from any potential violent outcome.

1.4. Authorised sanctions within the Trust include:

- Entries onto the tick sheet (Midfield Campus)
- Information on SIMS (Hayes Campus)
- Restorative justice conversations
- Catch-up detentions
- Telephone calls to parents/carers
- Requiring parents/carers to attend the provision
- Catch-up sessions for time or work owed (after school)
- Behaviour detentions

1.5. If serious incidents occur then it may also be necessary to involve the Police. As an absolute last resort this may also involve the pupil being excluded from the provision for a period of time. Fixed-term exclusions are at the discretion of the Head Teacher.

2. Positive Behaviour and Sanctions

2.1. The use of sanctions alone has not been found to be effective in altering patterns of behaviour in pupils with complex needs; instead the use of sanctions can often create frustration leading to further issues. We therefore need to ensure that restorative justice, emotional coaching and positive praise are at the heart of our practice.

2.2. Staff should also be aware that some sanctions may cause an adverse reaction for the pupil – in the event of a specific strategy resulting in such a reaction this should be noted and the information shared with other staff accordingly. Consistency in the application of rules will apply.

2.3. Rewards and praise will be favoured over sanctions and reprimands. Positive behaviour can be rewarded with verbal praise, credits or ticks. There will be more emphasis

placed on a pupil exhibiting positive behaviour than on displaying unacceptable behaviour.

2.4. Staff must ensure that they know their pupils to increase their understanding of them as this will assist with the effective management of behaviour and learning. 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 pupil in clear terms which they can understand.

2.5. Behaviour management in the Trust involves trying to modify the behaviour being displayed by pupils with complex needs. Behaviour management strategies are not guaranteed to succeed. They will require staff to be resilient, consistent and calm in supporting our pupils.

2.6. 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 pupil and the success of a strategy will largely depend upon the relationship between the pupil and the member of staff leading the strategy.

2.7. 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 pupil self-motivation.

2.8. Due to the age range and differing needs of our pupils within the Trust it is not appropriate for the same behaviour management strategies to be applied across all provisions within the Trust.

3. Midfield Campus (Primary Provision)

3.1. The main differentiation will be seen when considering the age differences between the primary provision at Midfield Campus and the remainder of the provisions in the Trust.

3.2. The Bromley Trust Academy believes that we all respond better to encouragement and support rather than negative response. Therefore at Midfield Campus pupils are expected to take responsibility for their learning and adhere to the following rules:

- I have completed my homework
- I have followed instructions
- I have been polite, helpful and friendly
- I have shown a caring and helpful attitude
- I have used kind words
- I have kept my hands, feet and comments to myself
- I have put my hand up

By adhering to these rules, pupils are able to earn the following rewards as acknowledgement for their positive behaviour:

- Pupils earning behaviour ticks and bonus ticks
- Verbal praise and acknowledgement
- Stickers
- Postcard home
- Silver time
- Certificates
- Head Teacher's tea
- Earning 10 minute reward tokens

- Class merit tips
- Other reward tips

3.3. Staff should know individual pupils and build a relationship with them. The use of effective communication and de-escalation strategies should be used to support pupils.

3.4. However, it is important for both pupils and staff to be clear that when unacceptable behaviour occurs, there will be appropriate consequences. Generally these will involve a 'tick sheet', a restorative justice conversation, a period of supervised time out from class and a telephone call to parents/carers.

3.5. In order to support pupils to take responsibility for their actions, the culture of 'You Decide' has been adopted to provide a consistent approach towards positive behaviour across the school. A brief summary of 'You Decide' is given below and the full version is available on the School's network:

- Discovery – to take every available opportunity to learn something new
- Endeavour – to have the determination to face challenges
- Community – to take care of each other
- Independence – to be the best I can be
- Decisions – to take ownership and be accountable for our words, choices and behaviours
- Every day – to understand that every moment, every day is a new opportunity

3.6. The School will endeavour to ensure that pupils are only sent home through (a) illness or, (b) if it is unsafe for a pupil to be in school. The School recognises that 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 lead teacher responsible for behaviour.

3.7 Positive Handling
   If a pupil loses self-control, then positive handling may be required. The techniques and procedures used are in accordance with DfE guidelines and the School's Positive Handling Policy. All incidents of physical handling are recorded in SIMS and parents/carers informed. Staff may employ physical handling as a last resort if:

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

3.8 De-Escalation

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

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 trained.

Action	Consequences
Non completion of set work to satisfaction	Work to be completed during break or silver time
Success in area of work, behaviour, meeting personal targets	Certificates to be given in assemblies Use of stickers Bonus ticks
Helpful actions towards others	Letters and phone calls home and bonus ticks
Failure to come in from play	Time to be made up during next break time
Refusal to work/disruption resulting in time wasted	Make up time wasted Earn a cross Sent to isolation room
Deliberate damage	A bill to be sent home for larger amounts
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 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 Earn a cross Time out before returning to class

4. Hayes Campus (Secondary Provision)

4.1 The Behaviour Management Procedures derives from an understanding that:-

- High expectations are important if pupils are to make good progress
- Our pupils are responsible and accountable for their behaviour
- There is a consequence in the form of a school response for negative and positive behaviour
- Our staff are here to help pupils to accept responsibility for their actions and offer guidance so that pupils can manage their behaviour more effectively
- That helping pupils to manage their behaviour is important but also invaluable in enabling them to access the curriculum.

4.2 High Expectations

When our pupils leave us it is usually to attend mainstream school/college, or the world of work. Our task is to prepare them effectively for that experience. Realistically it may take a long time for some pupils to achieve emotional security, behavioural control and the social skills necessary to fully integrate into mainstream school or post-16 provision but our expectations and provision must facilitate this.

Our pupil pledge developed by the School Council helps to facilitate these high expectations:
We will look after each other
We will always make our school proud
We will aim high

In order to support pupils to take responsibility for their actions, the culture of 'You Decide' has been adopted to provide a consistent approach towards positive behaviour across the school. A brief summary of 'You Decide' is given below and the full version is available on the School's network:

- Discovery – to take every available opportunity to learn something new
- Endeavour – to have the determination to face challenges
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- Decisions – to take ownership and be accountable for our words, choices and behaviours
- Every day – to understand that every moment, every day is a new opportunity

4.3 Violent, Threatening and Unsafe Behaviour

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

Our intention is to pre-empt violent and unsafe behaviour and misbehaviours through close supervision of pupils 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 pupils. 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.

4.4 One-to-One Supervision and Support

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

4.5 Time Out

When a pupil is simmering with anger, this may not be the best time to enforce any given rule or procedure. The pupil may be offered 'Time Out', that is, a given period of time usually 5-10 minutes, out of lesson/classroom to calm down.

4.6 Positive Handling

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

4.7 De-Escalation

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

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 trained.

4.8 Serious Incident Reports

All serious incidents must be recorded on SIMS. These reports are central to post-incident procedures, particularly where a parent/carer meeting is required.

4.9 Responsibility and Reparations

A pupil 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 pupil's property.

4.10 Exclusion and Post-Exclusion Process

The decision to exclude is that of the Head Teacher.

At the conclusion of the exclusion, the pupil will return to school with a parent/carer for a post exclusion meeting with the Head Teacher. This is the forum at which the pupil 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 a longer period of exclusion. The Head Teacher may decide that pupils returning from such exclusions may, for a temporary period, be placed on a reduced timetable to enable them to re-integrate more successfully.

4.11 Conflict and closure

To ensure an effective closure to any given incident, it is essential that the pupil or pupils 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.

4.12 Therapy

Pupils 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.

4.13 External Agencies

Supporting pupils may involve external agencies. This can include Social Services, the Bromley Well-being Service, The Educational Welfare Service, The Educational Psychology Service, The Addaction, The Youth Offending Team and Bromley Children's Project. The Head Teacher is a member of the Core Panel and FAP (Fair Access Panel).

4.14 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 should be recorded as a serious incident on SIMS and drawn to the attention of the Senior Leadership Group.

4.15 Off Site /Out of Bounds

Supervision of all aspects of the school day is essential for the safety and welfare of our pupils. Therefore, there needs to be a clear response to pupils going off site or out of bounds.

4.16 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.

4.17 Use of New Media

The Head Teacher will take firm action against any pupil who posts defamatory or intimidating messages or images on new media such as mobile phones, internet sites, chat rooms, social networking sites or similar, in or out of school, about another pupil or member of the school's staff.

4.18 Finishing the Day

Students who have not completed their day successfully by may be placed in detention. If detention is not completed then the parent/carer will be asked to bring the pupil to school the next day for an appointment to discuss their child's behaviour and work.

4.19 Certificates

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

4.20 The Jack Petchey Award

The Jack Petchey Award is for achievement. Mr Jack Petchey, a self-made millionaire and philanthropist, has awarded the school £200 each half-term for the most deserving pupil 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 pupils make a nomination. The pupil 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.

4.21 Attendance and uniform

All pupils are expected to attend each day punctually and in uniform. The Head Teacher presents a termly award for consistent high attendance and achievement at all Key stages.

(BTA) Behaviour and Sanctions

Behaviour Detention This is the very maximum a student can be given for extreme behaviour in class; all students being held for a behaviour detention will need to fill out a student reflection sheet.	**25** minute Detention
Leaving lesson without a note If a student leaves class without permission or without a teacher's note they will be expected to sit a 20 minute detention after school.	**20** Minute Detention
Being removed from lesson When a student is removed from lesson due to poor behaviour by a member of the behaviour team, they will be held for a catch- up detention after school by the class teacher.	**15** Minute Detention
Opening the classroom door Any student opening a classroom door during lesson time should be held for a catch-up detention by the class teacher after school.	**10** Minute Detention
Entering through double doors Any student that enters through double doors leading towards front of school reception and assessment centre will be given a 20 minute detention.	**20** Minute Detention

- All forms of negative behaviour highlighted above **MUST** be added to SIMS by the class teacher before they leave the school site on the day of incident.

- If you have any concerns or issues regarding this system please approach Mr. Valentine to help clarify.

5. Responsibilities

5.1 The Trust Board

The Trust Board will review the Behaviour Policy and support the schools 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.

5.2 Headteachers

The Headteachers will ensure the policy is followed consistently on a day-to-day basis by pupils 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.

5.3   Staff

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

5.4   Pupils

Pupils 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.

5.5   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.   Review

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

7.   Training

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

8.   Interrelationship with other school policies

In order for the Behaviour policy to be effective, a clear relationship with other school policies, particularly Inclusion, Anti-Bullying, Positive Handling Policy, Rewards, Teaching and Learning and Special Educational Needs have been established.