BROMLEY TRUST ACADEMY

Behaviour Policy

Responsible post holder	Head Teacher
Reviewed	July 2024
Next Review	July 2025

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 and provision for them, appropriate to their needs.

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

We know that behaviour is a form of communication and a pupil's poor behaviour is often a way of communicating 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 our pupils have complex needs and can present their own challenges, however, the Bromley Trust Academy will provide the stability, consistency and care which will allow them to develop and thrive in safety. Staff within the Trust recognises the difficulties that our pupils have faced and will act with compassion, integrity and understanding in all interactions. 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 consistently, fairly and the reason for the sanction and the future expectation will be explained to the pupil(s).

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. The ethos of the school actively encourages all members to make the correct choices and to take ownership and responsibility for behaviour.

This Policy supports the promotion of high standards across all aspects of the school, with clear rules expectations and consequences of behaviour for everyone with the purpose of ensuring that each site is a safe environment in which pupils can learn and reach their potential.

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 appropriate relationship with pupils of all ages, based on mutual respect, is key to ensuring the effective management of behaviour. Good communication and positive reinforcement will often diffuse confrontation and secure compliance and 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 CPOMs
- Restorative justice conversations
- Catch-up detentions (Hayes Campus)
- Time made up at break or lunch (Midfield Campus)
- Telephone calls to parents/carers
- Requiring parents/carers to attend the provision
- Behaviour detentions (Hayes Campus)
- Working in a different class/ classroom (Midfield Campus)
- Use of Quiet Room (Midfield Campus)
- Internal – Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

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, either for a period of time (Fixed-term exclusions are at the discretion of the Head of School) or permanently (Under the guidance of the Executive Head Teacher and Board of Trustees).

1.6 Exclusion and Post-Exclusion Process
At the conclusion of an exclusion, the pupil will return to school with a parent/carer for a post exclusion meeting with the Head of School or Behaviour Lead. 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 of School 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.

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 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, ticks, CPOMS entries, raffle tickets and positive phone call home. There will be more emphasis placed on a pupil exhibiting positive behaviour than on displaying unacceptable behaviour. Behaviour reports ae provided to parents/carers during ARD and include both positive and negative incidents of 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 and 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 positive rules:

- I have completed my work
- 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
- Positive phone-call home
- Postcard home
- Silver time
- Certificates
- Earning 10 minute reward tokens/ activities
- 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 recording of behaviour on the pupil's 'tick sheet', a restorative justice conversation, a period of supervised time out from class and a telephone call to parents/carers, or face to face conversation where children are collected by parents.

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. Pupil behaviour is monitored at short, regular intervals throughout the day by the Class Team, through the use of the 'Tick-Sheet' in Key Stage Two and 'Smiley Face Chart' in Key Stage One. Learners are awarded behaviour ticks/ smiley faces, provided they have followed the school rules for the majority of the individual session and have met their individual targets. Each learner's

progress is recorded on their daily 'Tick Sheet' and on the teacher's master copy, which is transferred to the school database at the end of the day. Each pupil takes their chart home with them at the end of each day, so parents/ carers are able to reflect with their child on the school day.

3.7. Where pupil behaviour is not acceptable, children should be verbally reminded of the rule that they are not following, so as to allow them the opportunity to reflect and address their behaviour, adults may issue a warning(s) as a further reminder to the pupil to remind them of the correct behaviour expected. Should a pupil accumulate three warnings in the same session, they will not earn their tick for the session. In some circumstances a pupil will not be able to earn their tick and issued with the sanction of a cross without receiving three warnings, examples of this would include; refusal to complete work, physical and verbal aggression towards others, refusal to wear school uniform.

3.8. Time-outs can be teacher directed or pupil selected as a means of assisting a child to calm during or after a stressful situation. Time-outs should only be used for the minimum period of time necessary for the pupil to regain enough composure as to be able to return safely to their class.

3.9. Where pupil behaviour is persistently disruptive, consistently not earning their ticks, or has significantly impacted on other members of the school community, pupils will be expected to work away from their peers and attend the Quiet Room as part of a reflective and restorative practice. The amount of time a pupil spends in the room should be dependent on the frequency and nature of the incident(s) leading up to entry.
The purpose of time away from the main classroom is to offer the pupil the time in a quiet environment free from other distractions, to reflect on their behaviour, so that they are able to return to class and their learning successfully.

3.10. 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 incident sheets for serious concerns and return to the lead teacher responsible for behaviour.

3.11. 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 via CPOMs 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

*please refer to positive handling policy.

3.12. 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.

3.13. Consequences to Actions

Although not extensive, the below actions and consequences are intended to provide a framework for staff, pupils and parents in regards to different acceptable responses to behaviour, positive and negative and rewards and sanctions that can be used.

Action	Consequences
Non completion of set work to satisfaction	Work to be completed during break or silver time Cross earned on behaviour sheet
Success in area of work, behaviour, meeting personal targets, correct decision making.	Certificates to be given in assemblies Use of stickers Bonus ticks Reward time with an adult Positive phone call home
Helpful actions towards others	Bonus ticks Certificates Positive phone call home
Failure to come in from play	Time to be made up at next break(s)
Work refusal/ disruption resulting in time wasted or preventing others from learning	Time to be made up at next break(s) or Silver time. Cross earned on behaviour sheet Phone-call home, discussion with parent Repeated behaviour (3 crosses) time spent away from class in internal exclusion room (Quiet Room).
Deliberate damage	Cross earned on behaviour sheet Phone-call home, discussion with parent A bill sent home for larger items Time spent away from class in internal exclusion room (Quiet Room).
Continued unsafe behaviour including fighting, representing danger to others, self or building/ equipment.	Cross earned on behaviour sheet Isolation from the rest of the class (Quiet Room) Contact with Police or other relevant agencies. Meeting with parents/ carers Opportunities for reparation Positive Handling Fixed Term Exclusion
Violence towards staff	Cross earned on behaviour sheet Exclusion – internal or fixed term Positive Handling Contact with Police or other relevant agencies. Phone-call home Meeting with parents/ carers Opportunities for reparation
Racist comments and anti-social behaviour e.g. bullying, swearing	Cross earned on behaviour sheet Recorded on incident sheet/ behaviour log Parents/Carers contacted Meeting with parents/ carers Opportunities for reparation Contact with Police or other relevant agencies. Exclusion – internal or fixed term
Stealing	Cross earned on behaviour sheet Return property Parents/Carers contacted

	Meeting with parents/ carers Opportunities for reparation Contact with Police or other relevant agencies.
Bringing unacceptable items into school	Discussion with pupil, Parents/Carers contacted Items to be confiscated and sent home at end of day Items to be confiscated and collected by parents
Leaving classroom without permission	Work to be completed during break or silver time Cross earned on behaviour sheet Time out given
Leaving site without permission	Cross earned on behaviour sheet Parents/Carers contacted Meeting with parents/ carers Exclusion – internal or fixed term Contact with Police or other relevant agencies.

All forms of negative behaviour highlighted above **MUST** be recorded on an incident recording form and reported to the Behaviour leads within the school on the day of incident.

3.14. Significant incidents of behaviour are recorded by staff on incident sheets and should explain behaviours displayed, how staff have attempted to de-escalate situation and actions taken by staff. In instances where positive control (physical intervention) has taken place, an explanation of action taken should also be recorded on the incident sheet under the correct section, outlining level of intervention and reasoning by staff.

All incident sheets are to be completed within one working day and handed to the Behaviour Leads.
These records are then transferred to the school database, and incidents are logged via CPOMs.

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
   • All of our pupils are responsible and accountable for their behaviour
   • There is a consequence in the form of a school response for positive and negative behaviour
   • Our staff 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, as 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
   • 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

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 (key worker) 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 De-escalation time.
When a pupil is simmering with anger, a member of the behaviour team or a member of SLG may be called to remove a pupil from a lesson for a short period of time to facilitate de-escalation, this may not be the best time to enforce any given rule or procedure.

4.6 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 CPOMs 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

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, including positive handling must be recorded on CPOMs. These reports are central to post-incident procedures, particularly where a parent/carer meeting is required.

4.9 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. (Detentions range in length dependent on the seriousness of the incident(s) and may be up to 2 hours – see section 4.12).

4.10 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.

4.11 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.

4.12 Consequences to Actions

Name	Detail	Allocated time
Behaviour	Non-engagement in lessons, rudeness, swearing, failure to comply.	30 minutes – 2 hours
Work Catch Up	Failure to complete all work set due to non-engagement	15 – 30 minutes
Leaving a classroom without a note	As indicated. Permission and a note must be obtained before leaving a room during a lesson.	40 minutes
Being removed from a lesson	Behaviour requiring removal from class by SLG	15- 30 minutes
Opening a classroom door during a lesson	As detailed	15 minutes

Entering a prohibited area which is clearly signposted	Kitchen / Double doors through to ATC	40 minutes
Throwing	Any object, including throwing a rubber to a friend.	50 minutes
Community detention and bringing the school in to disrepute	Any anti-social behaviour in the community or poor conduct travelling to or from school in uniform.	1-2 hours
Homework	Failure to complete weekly homework	1-2 hours
Games	Any playing of games online.	30 minutes
Uniform	Any student arriving out of school uniform.	15-30 minutes

- All forms of negative behaviour highlighted above **MUST** be added to CPOMs by the class teacher before they leave the school site on the day of incident.
- All detentions will be led by the teacher awarding the detention, with SLG / behaviour team support.
- Parents must be notified of any detention lasting over one hour by the teacher awarding the detention. This gives opportunity for appropriate discussion.

5. Blenheim Campus (Secondary Provision)

5.1 All pupils at Blenheim all have significant mental health needs, and it has been deemed that there are no known behaviour concerns prior to admission. This is to ensure BTA Blenheim maintains a safe environment for all that can cater for all pupil's mental health needs as well as an environment that is conducive to learning.

5.2 CAMHS Involvement
If a pupil's behaviour deteriorates or becomes a cause for concern, we seek professional advice from the CAMHS care coordinators and the schools CAMHs link.

Through the fortnightly CAMHS consultation space, any concerns in regards to deterioration in behaviour are discussed. This space is also used to discuss the possible impact on other vulnerable students within the provision.

Staff are encouraged to reflect on what the behaviour is showing us in terms of the pupils' mental health needs and discuss ways in which this can be supported. Training is also provided for specific needs to ensure a clear understanding of pupils' presentations.

5.3 High expectations
We have high expectations of all pupils. At the start of each academic year, through school council, students are involved in creating a list of expectations students and staff need to adhere to ensure Blenheim remains a safe learning environment for all. This is created as a display in a communal area and our expectations are shared with any new students and their parents/careers during their initial interview.

5.4 Time out/one-to-one
Students are offered the opportunity to 'time out' or seek support of a staff member if necessary to allow them to calm down if needed.

5.5 Restoration and reflection

Following any incident, pupils are asked to engage in a restorative and reflective discussion with any staff member or pupil(s) involved. If necessary this will include support from CAMHS and/or parents/careers.

5.6 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 CPOMs 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

5.7 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.

5.8 CPOMS

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

5.9 Consequences to Actions

Name	Detail	Allocated time
Behaviour	Non-engagement in lessons, rudeness, swearing, failure to comply.	30 minutes – 2 hours
Work Catch Up	Failure to complete all work set due to non-engagement	15 – 30 minutes
Homework	Failure to complete weekly homework	1-2 hours
Games	Any playing of games on line.	30 minutes
Uniform	Any student arriving out of school uniform.	15-30 minutes
Punctuality	Lateness with no reasonable reason.	Up to 1 hour.

6. Expectations for all BTA pupils (Midfield, Hayes and Blenheim Campuses)

6.1 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.

6.2 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.

6.3 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.

6.4 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 (Hayes Campus), The Youth Offending Team and Bromley Children's Project. The Heads of Schools are members of the Core Panel and FAP (Fair Access Panel).

6.5 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 CPOMs (Hayes Campus) or via an Incident sheet (Midfield Campus) which is then logged via CPOMs and drawn to the attention of the Senior Leadership Group.

6.6 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.

6.7 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.

6.8 Use of New Media
The Heads of School 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.

6.9 Attendance and uniform
All pupils are expected to attend each day punctually and in uniform. The Heads of School present a termly award for consistent high attendance and achievement at all Key stages.

7. Responsibilities

7.1 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.

7.2 School leaders

The Co Head Teachers - Heads of school 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.
The school leadership teams will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

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

All staff are expected to ensure a consistent and fair implementation of the measures outlined in the behaviour policy to ensure an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Staff will also recognise that some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

All staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct

7.4 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.

7.5 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.

7.6. Review
The Heads of Schools 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.

8. **Child on Child Abuse** (Please also refer to Safeguarding Policy)
At BTA we are committed to a whole setting, whole staff approach, to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our setting and beyond. We recognise and understand that children who harm others, may have additional or complex needs of their own, e.g. significant disruption in their own lives, exposure to domestic abuse, witnessing/ suffering abuse as well as educational underachievement and possibly an involvement in criminal activity and therefore they too, will need support.

We encourage parents/ carers to communicate with us so that we can work together to ensure and enable a prompt and appropriate response to any type of child-on-child abuse Putting a stop to child-on-child abuse of any type and ensuring the safety of our children is a priority at BTA.

We encourage our children to talk to us and tell us when they are worried and what they are worried about, be it about themselves or another child. We are confident that our children know:
• Who to speak to and/or where to go for support
• That they will be listened to, taken seriously and not dismissed
• That they will receive the right help at the right time
• That they will receive ongoing support

• That they will be supported to feel safe in school
• That they will be supported to continue to access their education

Child-on-child abuse - What is it?
Child-on-child abuse is any form of physical, sexual, emotional and financial abuse using coercion/power and/or control by an individual child or group of children and is exercised between children and within their relationships (both intimate and non-intimate).

All staff in our setting recognise that children can abuse their peers and are aware of the different forms that these safeguarding issues take:
• Bullying-emotional/physical so repeated behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
• Online/Cyber bullying
• Prejudiced relating bullying
• Sexual Violence, Sexual Harassment and Sexually Harmful behaviour
• Sexting sharing of nude or indecent (youth produced sexual imagery)
• Abuse in intimate relationships, including teenage relationship abuse
• Initiation/hazing type violence and rituals
• Hate crime
• Child Criminal Exploitation
• Child Sexual Exploitation
• Gang association and serious violence - County Lines
• Radicalisation

We will record and act on all instances of child-on-child abuse and inform parents /carers of such incidents.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Comments will never be dismissed as 'banter' or 'part of growing up' and quick action will be taken.

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

9. Bullying
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

> Deliberately harmful
> Repeated, often over a period of time
> Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, biting, pinching taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/ biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on particular characteristics (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, belittling, leaving someone out
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites For example sending nasty messages, ;posting unkind content online, sharing photos or videos.

10. **Searching, Screening and confiscation** (BTA has separate Searching, screening and confiscation policy)

10.1 Searching with consent. Schools' common law powers to search state that School staff can search pupils with their consent for any item and are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the matter will be escalated to the Senior Leadership Team of the Trust provision.

10.2 **Searching without consent** Head-teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

10.3 **Confiscation**
Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

11. 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.

12. 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.