



Policy Title:	BMA Behaviour Policy
Policy Reference:	N/A
Function:	For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
Status:	Approved
Audience:	All students and staff
Ownership / Implementation:	Vice Principal has overall responsibility for ensuring that this policy is implemented.
Implementation Date:	July 2009
Review period:	Annually
Last Reviewed:	May 2016



1 Introduction

- 1.1 The Academy is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.
- 1.2 The Academy also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is therefore important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and working in a quality learning environment.

2 Aim

- 2.1 The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.
- 2.2 Overall, the policy will:
- i promote self-discipline and proper regard for authority among students;
 - ii encourage good behaviour and respect for others and prevent all forms of bullying among students;
 - iii ensure students' standard of behaviour is acceptable; and
 - iv regulate students' conduct.
- 2.3 Students should be encouraged to develop:
- i *Respect for others*; their feelings, opinions, cultures, limitations and the right to their individuality;
 - ii *Respect for themselves*; pride in their own achievement and that of others within the Academy, high standards of dress and behaviour and the desire to produce their best work at all times;
 - iii *Respect for the environment*; their own, the Academy and other people's property and the community in which we live; and



- iv *Respect for the future*; the belief that we can all make a difference by our contribution to the local, national and global community.

3 Implementation

Teachers

3.1 Teachers will be expected to draw on the following principles of good practice:

- i *setting good habits early* in order to help students establish regular punctual attendance and good behaviour from the start, involving parents in the process;
- ii *early intervention* is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated;
- iii *rewarding achievements* through positive recognition of individual students, classes or year groups achievements in good attendance and behaviour, and through mentions in assembly, certificates or prizes;
- iv *supporting behaviour management* by consistently clarifying and reinforcing learning and social behaviours in line with the ethos of the Metropolitan Way;
- v *identifying underlying causes* since poor behaviour may be linked to a student's problems in understanding lessons and so additional literacy or numeracy support may be required to address poor behaviour effectively;
- vi *study support*, including activities from homework clubs to thinking skills workshops, can help to reinforce school work. Family support services may help parents support their own children with school work.

Students

3.2 Good behaviour can be reinforced through involving students, encouraging them to contribute ideas in class, in Learning Family Time and through the Academy's Student Council.

Parents



- 3.3 The Academy encourages parents to support good attendance and behaviour through home-school agreements, parents' meetings, **behaviour and punctuality reflection** letters and newsletters. Parents and students will be aware that the school has an Equality Duty and will monitor the impact of their policies and procedures on different groups by race, gender and disability.

4 Positive responses to good behaviour and achievement

- 4.1 It is important that students are recognised when behaving and achieving well. The following should be considered to acknowledge this:

- i Oral praise
- ii Written comments on individual pieces of work
- iii Outstanding Learner Status recorded on the Academy's electronic system
- iv Praise post card
- v Phone call home
- vi Subject awards
- vii HOH awards
- viii Principal's award
- ix Publicised in achievement assemblies.

5 Responses to misbehaviour

- 5.1 Sanctions are only effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem.

- 5.2 Teachers are expected to deal with the following in the first instance:

- i Attendance and punctuality to lessons
- ii Equipment
- iii Organisation of work
- iv Monitoring of effort and achievement
- v Monitoring of homework
- vi Chewing in class
- vii Removal of outdoor clothing
- viii Manners
- ix Litter/care for the environment
- x Bad language
- xi Misuse of mobile phones



5.3 Teachers should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Even the most experienced teachers can need help and advice. It is not a sign of failure to experience challenging behaviour in school but it is a mistake to pretend all is well, when in fact it is not.

5.4 Students displaying poor behaviour which:

- i disrupts the education of peers;
- ii does not allow the teacher to teach; or
- iii undermines the calm respectful ethos of the Academy

may be referred to a Programme Leader, a Head of House or a Zone Team Leader, depending on the nature of the concern. In most cases the teacher will record the negative incident on the Academy's electronic system.

5.5 All staff should refer students to a Senior Team Leader for the following behaviour:

- i Use of obscene/offensive language directed at a member of staff including discriminatory language
- ii An assault on a member of staff
- iii An assault on another student
- iv Fights between students
- v Theft
- vi Vandalism
- vii Truancy
- viii Wilful disobedience
- ix Smoking/drug/alcohol abuse
- x Suspected possession of a weapon

6 Referral

6.1 A key element in tackling poor behaviour is the speedy and efficient pooling of information. It is appreciated that this can sometimes be difficult to achieve in practice, in the light of the many and varied responsibilities falling to staff. However, a full picture of student behaviour



- should be identified in cases of referral.
- 6.2 Written information (via SIMS / Statements) about individual incidents should be completed.
- 6.3 Having made a referral, staff will be supported. However, the person to whom the referral has been made will be responsible for deciding the most appropriate course of action
- 6.4 If there is no improvement in a student's behaviour following a referral, the person to whom the referral has been made must be informed that sanctions have not worked.
- 6.5 Any matter referred directly to a senior manager will usually result in parents being informed. Therefore, accurate written details of the incident should be provided as soon as possible on the student referral sheet or through a written report.

7 **Bullying**

- 7.1 It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools.
- 7.2 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:
- i physical (hitting, kicking, theft);
 - ii verbal (name calling, discriminatory language); and
 - iii indirect (spreading rumours, excluding someone from social groups).
- 7.3 Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students must be encouraged to report bullying in schools.
- 7.4 Schools' teaching and ancillary staff must be alert to signs of bullying and



act promptly and firmly against it in accordance with school policy.

8 Responses to bullying

8.1 Teachers may take the following steps when dealing with incidents:

- i if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- ii a clear account of the incident will be recorded and given to the appropriate member of the department, zone or academy leadership team;
- iii the appropriate member of the leadership team will interview all concerned and will record the incident;
- iv form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers;
- v parents will be kept informed; and
- vi punitive measures will be used as appropriate and in consultation with all parties concerned.

8.2 Students who have been bullied will be supported by:

- i offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice;
- ii reassuring the student;
- iii offering continuous support; and
- iv restoring self-esteem and confidence.

8.3 Students who have bullied will be helped by:

- i discussing what happened;
- ii discovering why the student became involved;
- iii establishing the wrong doing and need to change; and



- iv informing parents to help change the attitude of the student.
- 8.4 The following disciplinary steps can be taken:
- i official warnings to cease offending;
 - ii detention;
 - iii exclusion from certain areas of school premises;
 - iv minor fixed term exclusion;
 - v major fixed term exclusion;
 - vi permanent exclusion; and
 - vii other appropriate sanctions.

9. Searching students

9.1 Academy staff can search pupils with their consent for any item which is banned by the school rules.

These items include:

- Energy drinks
- Cigarette lighters
- Chewing gum
- Mobile phones when they have been used in class

9.2 The Principal and staff authorised by the Principal have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images



- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the Academy which has been identified in the rules as an item which may be searched for.

10. Use of reasonable force

10.1 All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

10.2 The Principal and staff authorised by the Principal can use such force as is reasonable when searching a pupil without consent for prohibited items

11 Attendance

11.1 The Academy seeks to encourage students to attend school regularly so that they will be able to take full advantage of the educational opportunities available.

11.2 The Academy is responsible for recording student attendance twice a day; once at the start of the morning session and once during the afternoon session. An entry must be made in the attendance register for all students.

11.3 It is essential that:

- i students are registered accurately and efficiently;
- ii attendance targets are set for individual students and year groups;
- iii parents are contacted when reasons for absence are unknown or unauthorised;
- iv student attendance and lateness is monitored regularly; and
- v school attendance statistics are reported.

11.4 Students should be encouraged to:

- i attend school regularly; and



- ii inform their learning family leader if there is a problem that may lead to absences.
- 11.5 Parents are expected to:
- i encourage good attendance;
 - ii inform the school on the first day of non-attendance; and
 - iii avoid the planning and taking of holiday during term time. Consent will not be given except in exceptional circumstances.

12 Uniform

- 12.1 The Academy seeks to encourage students to dress in a business style so as to instil good habit of appearance and prepare students effectively for the world of work.
- 12.2 The Academy will seek to reinforce standards of dress throughout the school day and to and from school. This will include the wearing of appropriate identified kit during practical lessons.
- 12.4 Students should be encouraged to:
- i wear appropriate uniform at all times; and
 - ii be proactive in seeking solutions (e.g. borrowing uniform from their Head of House) if they anticipate a problem
- 12.5 Parents and carers are expected to:
- i provide their children with correct uniform in adherence to the Academy's guidelines on uniform;
 - ii encourage their children to dress smartly and in the correct uniform every day;
 - iii contact the Academy if they anticipate problems with uniform in order to inform and discuss solutions.

13 Monitoring, Evaluation and Review

- 13.1 The Academy Council will review this policy at least every two years and



assess its implementation and effectiveness.