



BEACON ACADEMY

Climate for Learning (Behaviour) Policy

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The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

In the development of this policy due regard has been given to achieving these objectives.

Climate for Learning Policy at Beacon Academy

A Guide for Students, Staff and Parents

Introduction

Our aim is to establish the highest possible standards of behaviour at Beacon Academy. We have realistic high expectations for all of our students as we acknowledge that students must demonstrate behaviours, which are conducive to a good learning environment, which are beneficial for all. We consistently work towards ensuring that the academy offers a warm, caring, friendly and happy place where learning can flourish.

The policy is central to our ethos of '**Human Scale Education**' whereby:

- All students are known
- Their contributions are valued
- Are given opportunities to excel.

We believe that every student is capable of achieving their potential around our model of '***flexible consistency***', we appreciate that individual circumstances can be unique to a particular student and we endeavour to meet individual students' needs. However our expectation is that students' behaviours around the academy should be calm and respectful to others; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind and courteous at all times.

Positive Praise System

Positive Progress aims to be a golden thread that will run through all that we do, fundamentally nurturing a positive environment for learning and celebrating success for all.

There are 3 pillars that support the Positive Progress Strategy at Beacon Academy: **Positive Praise**, Positive Recovery and Rewards. Firstly, Positive Praise is the enhancement of classroom rewards whereby pupils receive 'smiley face points' and 'postcards' for basic conduct, displaying desired behaviours, helping peers and individual success. This list is not exhaustive, and staff are actively encouraged to praise any positive conduct or contribution by students in their classroom setting. Staff praise ultimately equates to points for a system which is logged and adds to a pupil's record, thus enabling tracking and a visual stimuli for tutors and pupils to discuss.

Secondly, **Positive Recovery** adopts appropriate challenge for pupils to rectify and modify behaviours through choice and decision. This facilitates pupils' abilities to develop emotional intelligence as well as a self-awareness of their actions and encourages pupils, through restorative practice, to hold ownership over their own 'Attitude to Learning'. The Positive Recovery pillar embodies the cathartic approaches that Beacon Academy promotes around restorative dialogue between pupil and teachers. That is to say that there is high importance placed on effectively engaging and supporting pupils to regain control of their future behaviour choices. The pastoral team exercise a variety of strategies tailored to the individual's needs through interventions such as Boys' Groups, 1:1, Peer Coaching and Restorative Practice which, through **unconditional positive regard**, are all vehicles for building positive relationships and change.

Finally, a revamped and energised pillar of The Reward System injects a buzz of competition throughout the academy as both pupils and staff work determinedly towards the goals of achievement, celebration and success. Daily, pupils are rewarded for their individual efforts: weekly, tutor groups celebrate their achievement successes; and every half term the whole academy gathers to celebrate pupils' personal achievements in an assembly. The tangible reward that a pupil receives is very much part of showing

students that we hold positive behaviour recognition in the highest regard, and this is celebrated in front of their peers. This is done through issuing Engagement to Learning certificates and Positive Praise point milestone badges of Bronze, Silver, Gold, Platinum and 'Beacon'. School-wide recognition comes in forms such as canteen vouchers, presentation evening and school reward trips.

Rewards for Positive Behaviour(s)

The vast majority of students engage well in their learning and make good progress. Students who engage in their learning will receive a '**Smiley Face Point**' and gain again a positive achievement point on the MIS and will also be issued with a subject **postcard**.

Students will receive Star badges and certificates based upon the number of achievement points.

- Bronze:- 100
- Silver:- 200
- Gold:- 300
- Platinum:- 400
- Beacon:- 500

Students will be rewarded with an end of term reward activity. The criteria is as follows:

- 95% or better attendance
- No more than 5 lesson referrals in a term
- No fixed period exclusion(s)
- 95% or better punctuality

The Phase System

P1:A first formal warning. This is a signal that a student's behaviour is unacceptable and is affecting learning and therefore needs to be changed. For a P1, a student's name will be listed on the whiteboard and added to the Academy Data System but if no further problems arise, no further action is then taken.

P2:The second warning. This indicates that the student is on the edge of a significant consequence and is continuing to affect the learning taking place in the classroom and must comply with the rules without fail. Again, the student's name is listed and recorded on the MIS.

The P1 and P2 consequences are only used in classrooms and allow teaching staff to refocus students on learning as firmly and as quickly as possible. No further action is taken provided that they return to behaviour that is consistently within the rules. At this stage teachers will reiterate the consequence of receiving a P3.

P3: A same or following day detention for 25 minutes will take place at the lunchtime during the academy day.

The student will be referred from the classroom to the 'Hub' for the remainder of the lesson, meaningful work relevant to the lesson will be completed. This will be logged by staff in the 'Hub'. The student will return to the following lesson. *All detentions will take place either the same or following day in the relevant Hub.* A text message will be sent to inform the parents/carers of the detention. The Hub manager will contact parents and may arrange restorative work with the student to gain an understanding and resolution of barriers.

Persistent Disruption to learning and teaching

Students who disrupt learning persistently (identified as having more than 5 lesson referrals in the same week) will spend a 1 week placement in 'Positive Recovery'. The placement will be overseen by the pastoral leader with the pastoral staff.

Rationale

- Positive Recovery is a progressive space to support students for a short-term placement.
- Positive recover is not a context of isolation, booths etc.
- Avoid fixed period exclusion and associated safeguarding concerns.
- Follow a bespoke programme to address individual behaviours

Positive recovery is a progressive programme with the aim to work with students regarding behaviour choices, social skills and relationships. The following support will be available for students in positive recovery:

- Direct access to pastoral staff
- Restorative circle time
- Small group support
- 'EdLounge' education package
- Education Psychologist
- School social worker
- Other multi-agency support (such as Education Welfare)
- Screening for under-lying learning needs such as Dyslexia will also be undertaken.

A short-term referral to positive recovery may also be made for the following critical incidents:

- Significant disruption and defiant behaviour
- Internal truancy
- Physical assault
- Bullying/investigate allegations of bullying
- Racist or homophobic language or behaviour

Pastoral staff may retain a student within their care in the pastoral 'Hub/Base' if a student receives more than one phase 3 within a morning session of learning.

The Academy Basic 8 expectations

1. Arrive on time to the academy and all lessons

This means students are expected to be exactly on time for their first lesson during Period 1, and lessons after break or after lunch; this is also an expectation for form time and year group assemblies.

2. Have the right equipment and correct and smart uniform

This includes a pen, a pencil, a ruler, pencil sharpener, planner, reading books and any books required for the lesson. It also includes musical instruments, PE kit and a calculator for maths.

Uniform: students are expected to wear the correct uniform at all times.

3. No use of electronic devices to be visible in the academy

The consequence for using phones and other devices without permission leads to confiscation of the item until the end of the academy day. In the event of repeated behaviour, the parent(s) will be contacted to collect the item. The academy reserves the right confiscate phones at the beginning of the academy day for repeat or explicit misuse. Refusal to cooperate with a confiscation will result in a parental meeting and appropriate sanction which may lead to exclusion.

4. Use appropriate language

Students are expected to speak appropriately to each other and to staff. The use of swear words will be prohibited and will result in an appropriate sanction.

5. Out of Class

During lesson time, students are expected to be in class at all times. All students out of lessons should have a blue card, leaving a classroom without permission or internal truancy will result in an appropriate sanction.

- **No toilet breaks** are allowed during lessons unless a student has been issued with a note from the doctor that there is a medical condition in which case a toilet card will be issued. Unfortunately notes from parents will not suffice or warrant a toilet pass being issued.

- **No water breaks** are allowed during lessons, except as directed in PE. Water is freely available during break time, lunchtime and lesson change-overs. Students are allowed to drink water in class (please note not in Science lessons) from a water bottle.

6. Corridor Behaviour

Any member of staff has the authority to enforce the rules by giving students a Phase 3 resulting in Protected Learning.

These are the expectations:

- Wear full uniform correctly including ties, top buttons, shirts, blazers and plain polish able black shoes
- Walk purposefully without running
- Use private voices without shouting
- No eating, drinking or chewing in lessons
- No physical contact or games in lessons
- No electronic devices or headphones visible inside the building at any time
- No disturbance to lessons through windows or doors

7. Eating/Chewing/Drinking

No eating or drinking should take place in any area of the school other than the dining room, cafe or outside in the designated areas of the playground. There should be no food or drink consumed in the school building. Only water is allowed within lessons, except in particular subjects e.g. science, where drinking is not allowed for safety reasons.

8. Good behaviours in and around the Academy

Again, the consequence for breaking these rules is a same day detention:

- No electronic devices to be seen except after school; only outside the building
- No littering
- Clear away all debris, plates and cutlery after using the dining room
- No pushing-in, in the lunch queues
- Following all instructions from members of staff without argument
- Using private voices without shouting in residential areas
- Crossing the roads in a safe, disciplined manner
- No spitting

Students are expected to treat all Academy property and the Academy environment with respect. Referral to the Hub Manager will be made for any deliberate minor damage such as inappropriate use of the toilet facilities, littering or marking the school walls etc. Contact will also be made with parents/carers to discuss and arrange payments of any items deliberately damaged or broken within the academy and around the academy site.

Serious incidents or failure to cooperate will be dealt with via the Hub Manager.

Persistent failure to bring Physical Education Kit.

For PE kit students will receive a warning on the first occasion they forget within a half-term. A detention and negative behaviour point will be issued for repeated non-compliance. Work will be provided for students to complete instead of the PE lesson. This will be completed in either the PE lesson or the Hub.

Non-negotiables

There are a number of behaviours that are non – negotiable and will be dealt with by issuing either an immediate referral to the Hub Manager and potential fixed term exclusion:-

- Blatant defiance, including internal truancy, refusal to follow basic instructions
- Violence of any kind
- Abusive language to any staff member
- Racist, sexist or homophobic language
- Harassment or bullying.
- Anti-social behaviour: spitting, graffiti, vandalism
- Damage to property or theft

Exclusions

The policy of Beacon Academy is to impose **fixed term exclusions** only when every other avenue has been exhausted (please refer to Appendix 2). **Restorative practice** is used in the first instance in order to enable the offender to redress the harm that has been done to those affected, and enable all parties with a stake in the outcome to participate fully in the process and where it is not more appropriate to respond to serious incidents by a fixed term period of on-site or off-site inclusion.

The decision as to whether the student is sent to an extended period of **alternative provision** will be taken in consultation with the **Behaviour and Attendance Collaborative (BAC)**. A referral to the BAC may be taken for students whose behaviour is deemed to be prejudicial to the good order and discipline of the academy and who may require a respite period in another setting. In all cases a Pastoral Support Plan (Protected Support Plan-PSP) will be triggered with targets set in consultation with the student and parents/carers. The PSP will be reviewed every six weeks with new targets set as appropriate.

The policy of Beacon Academy is to refer students to the BAC rarely and only when every other avenue has been exhausted. BAC referral will be considered if a student presents an unmanageable risk to the health and safety (including the emotional health and safety) of any member of the Academy community.

Only the Headteacher, or in his/her absence, the Deputy Headteacher, has the power to exclude a student from the Academy and they must exercise this power in accordance with existing legislation.

All investigations will be undertaken by a member of the pastoral team or nominated member of staff. Any matter relating to this will be discussed with the Headteacher or in their absence the Deputy Headteacher

Work must be sent home for all exclusions of more than one day. The admin team will circulate all teaching staff for suitable work to be set.

For all fixed-term exclusions students will be expected to respond to a set of 'restorative' questions in order to ensure that the student understands the reason for exclusion, the affect their action and/or behaviour has had on others and to support the student not to repeat the unwanted or inappropriate behaviour that led to the exclusion.

A re-admission meeting involving the student, parent or carer and the Headteacher should take place before the student returns to school.

Details of the timing of the meeting will be contained in the letter confirming arrangements. The meeting should review the reasons for the exclusion and will include a discussion led by the 'restorative' questions, and a report will be issued relating to consequences (Please refer to Appendix 4, concerning the issuing of reports)

BAC referrals from the Academy are a last resort when all attempts to modify a students' behaviour have failed, he/she will not conform to Academy rules and their behaviour is having a serious impact on the learning of others.

Referral to the BAC could also be used for serious incidents such as dealing in illegal substances or assault on a member of staff or bringing a weapon onto Academy premises. This decision can only be made by the Head Teacher and then has to be ratified by the Discipline Committee.

Use of Reasonable Force

Please refer to the Academy Student Restraint Policy

All Academy staff have the power to use reasonable force to prevent students:

- Committing an offence
- Causing personal injury to or damage to the property of any person (including the students themselves)
- Prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy whether during a teaching session or otherwise.

The Headteacher and staff authorised by the Headteacher can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by the Academy rules.

Should reasonable force be deemed necessary it should always be in the context of restraint, should be removed as soon as it is practicable to do so, and should be preceded by a verbal warning that force is about to be used whenever possible. It should only be used as a last resort where, in the judgement of the member of staff concerned, no other sanction would be effective at the time in dealing with the immediate situation.

Parents/Carers

Parents/carers are under a legal duty to ensure that their child receives a suitable full-time education either at a school or by making other suitable arrangements.

Where a child is not a registered student and other suitable arrangements are not made, the parent may receive a school attendance order from the local authority requiring them to register their child at a school.

Parents/carers have a clear role in making sure their child is well behaved at the academy. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents/carers must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may take further action.

Parents/carers must also ensure that their child attends the suitable full time education provided by the academy governing body or the local authority from the 6th day of exclusion.

Parents/carers are expected to attend a re-integration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school.

Appendix 1 (Praise & Rewards)

The Headteacher will award certificates when appropriate for students who have gained recognition for the high number rewards they have received.

Certificates

Pastoral points build up to the system of certificates

100 = bronze certificate, 200 = silver certificate, 300 = gold certificate, 400 platinum certificate, 500 = Beacon badge.

Postcards

Each department will have its own design of postcard.

At the end of each lesson teachers will allocate at least two students from each teaching group to whom they wish to award postcards. This should be based on the student's Attitude to Learning.

Postcards should have the student's name and form on them and be handed to the student to take home and the teacher will then record on the academy data system.

A weekly running list of students who have received praise cards will be recorded on a central system and those students receiving the most cards will be celebrated both in assemblies and organised half termly reward activities.

Searching a Student

The Head Teacher and staff authorised by the Head Teacher have the power to search students or their possessions, without consent, where they suspect the student 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 rules, which has been identified in the rules as an item which may be searched for.

Appendix 2 (Exclusions)

Referral to the Behaviour and Attendance Collaborative (BAC)

The four cases where a referral to the BAC may be considered are:

- Serious or threatened violence against a student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon or an object considered to be an offensive weapon.

Typical examples of other behaviour that may lead to consideration of fixed term exclusion or referral to the BAC include:

- Persistent and serious bullying, extortion or violence;
- Persistent threatening or intimidatory behaviour to staff;
- Persistent and irremediable refusal to co-operate with the Code of Conduct or ethos of the Academy;
- Persistent refusal to adhere to any one Governors' policy;
- Supplying legal but harmful substances, such as alcohol;
- Endangering the life of any member of the Academy community;
- A second offence, at any stage in a student's career at Beacon Academy, of setting off the fire alarm without reasonable cause;
- The Head Teacher may also give consideration to a BAC referral in the case that a student persistently misbehaves and there is a serious breakdown in the relationship between the Academy and the student's parent or carer making it impossible to resolve the issue.

Appendix 3 (Student Reports)

Consequence Pyramid

Headteacher's Report

EXAMPLE ACTIONS: alcohol, drugs, fireworks, weapons, threatening/assaulting staff, group attack on student, systematic bullying

CONSEQUENCE RANGE: Fixed Term Exclusion, Managed Move, Referral to BAC, parental/guardian involvement, involve school Police Liaison Officer, Pastoral Support Programme.

LEAD STAFF: Headteacher

Pastoral Support Programme (PSP)

EXAMPLE ACTIONS: Persistent C4, truancy, smoking, prejudicial/discriminatory behavior, theft, swearing at staff, fighting, vandalism, bullying

CONSEQUENCE RANGE: Fixed Term Exclusion, Internal Exclusion, Restorative Justice Meeting, meetings with parents/guardian, involve school liaison Police Officer, Orange Report to SLT

LEAD STAFF: Hub Manager

GREEN STAGE

EXAMPLE ACTIONS: Persistent disruption to learning, anti-social behaviour in social areas, disobeying instructions, rudeness, inappropriate uniform, lateness, failure to complete homework

CONSEQUENCE RANGE: P1, P2 and P3 warnings, detentions, subject teacher/tutor detentions, meeting with parents/guardian, Green Report to Hub Manager.

LEAD STAFF: Hub Manager

All consequences are indicated as a guideline and are context based. Final consequences will depend on the precise nature of the incident, including the age and vulnerability of the student involved.

Positive Recovery Policy and Process (in conjunction with Climate for Learning Policy)

Rationale:

Beacon Academy has a duty to learners, staff and the community to create an environment where the core activity of learning is of utmost value. In order to ensure that high quality learning can take place in every lesson of every day, all possible steps must be taken to ensure that Poor behaviour cannot take learning or learning time away.

The aims of Positive Recovery are:

1. To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the academy, and no learning time is wasted.
2. To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
3. To encourage students to take responsibility for their own actions.
4. To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behaviour consequences.

Teachers will:

- Create a stimulating environment to motivate and inspire learners;
- Endeavour to form respectful relationships with learners;
- Promote high expectations at all times;

- Maintain a positive approach to discipline, encourage excellent attitudes to learning, accept apologies and always offer learners a fresh start.

Referral to Positive Recovery:

- If a learner receives 5 Phase 3's over a period of 5 days, they will be referred to Positive Recovery and they will remain there for 5 days. Whilst in Positive Recovery, the students will have separate break and lunchtimes to the main school.
- Parents will be informed of the referral and the behaviours which led to it.

Positive Recovery Procedures:

- Whilst in Positive Recovery, several assessments will take place with the students; these include, but are not exclusive to, Dyslexia Screen, Dyscalculia Screen, Scotopic Sensitivity Screen and SEMH SPOT.
- Over the 5 day period in Positive Recovery, students will follow a timetable of learning which replicates the learning in their classes, through Ed Lounge. They will also complete work with the school nurse and school social worker around managing behaviour and emotions.
- Restorative meetings will be held between teachers and students where it is identified that there may be issues for them returning.
- When the 5 days in Positive Recovery have been completed satisfactorily, staff will complete the exit paperwork with the student. From this paperwork, strategies will be suggested to the staff to whom the students are returning, to ensure the student has every opportunity of being successful within lessons.
- Should time in Positive Recovery not be completed satisfactorily, additional days will be added until an improvement is seen.

Re-integration back to mainstream lessons:

- The Pastoral Manager will spend some time with the student looking at the student's timetable to identify any 'hot spots' and if necessary, the student will spend those lessons back in BASE or in the Hub.

Where possible, the Pastoral Manager will spend some time in those lessons with the student to encourage positive behaviour and full engagement.

Further incidents of poor behaviour:

- Should there be further incidents of poor behavior after being re-integrated, a student will receive another period in BASE. This will be for at least a further 5 days.
- Further work will be completed around the reason for referral back to BASE e.g., cyber bullying, disruptive behavior.
- A student will be referred to BASE for no more than 3 periods.
- If poor behaviour persists, fixed term exclusions will be considered, as will a referral to the BAC (Behaviour and Attendance Collaborative).