Behaviour and Attendance Policy

Agreed by C.E.O.: September 17

Next Review Date: November 19
POLICY STATEMENT ON BEHAVIOUR FOR LEARNING

A STATEMENT OF PURPOSE

Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and students can work and play safely, and which encourages the involvement of parents/carers in the development of their child.

POLICY AIMS:

The overall aim of this policy is to create a clearly structured set of guidelines encompassing our expectations in terms of behaviour that is accessible to everyone, including visitors to the school and the local community. Underpinning the policy is our philosophical view that behaviour needs to be managed positively, with the emphasis placed upon reward and general recognition of effort made. This, combined with a clear and fair system of sanctions for those who choose not to comply, forms the basis of this document.

Objectives:
The five main objectives of this document are:
To promote a positive atmosphere with good relationships, discipline and good order, where learning comes first.
To deliver a whole school approach and ensure a consistent application for the management of behaviour.
To recognise, reward and celebrate good behaviour.
To marginalise poor behaviour by celebrating good behaviour.
To involve students, parents/carers, staff and governors in the creation and implementation of a consistent approach to the management of behaviour.

Students, your responsibilities are:

In lessons:

- To respect everyone
- To enter quietly and on time
- To be organised and equipped for each lesson
- To listen to instructions and to start work when asked
- To meet all work deadlines
- To be responsible for using your journal effectively (e.g. recording homework, parental monitoring and signatures)
- To ensure mobile phones are switched off and placed in your bags
- To stay on task and finish on time
- To complete all work to the best of your ability and always work hard.
In the School environment:

- To show courtesy and respect to everyone
- To move quietly and sensibly at all times, keeping to the left along corridors and stairs
- To adhere to the school uniform policy
- To ensure that litter is placed in the waste bins provided
- To ensure earphones are not worn anywhere

In the community:

- To set a good example of behaviour when representing the school in the community (e.g. journey to and from school, school visits, public transport, extra – curricular activities)

‘We are responsible for our own behaviour. We choose how to behave and how our behaviour impacts on others’.

As a member of staff, your professional responsibilities and duties are:

- To be fully acquainted with all school policies
- To be respectful and supportive of everyone
- To be responsible for ensuring punctuality and good attendance
- To be prepared to organise and enrich the quality of student learning
- To provide clear instructions and guidelines for students with regard to work and behaviour expectations
- To ensure that all students stay on task and are challenged appropriately in order for them to make appropriate progress.
- To set homework where appropriate and follow the school’s homework timetable
- To be aware of individual learning needs (e.g. SEN/ILP’s/PSP)
- To contact parents when required and to respond as quickly as possible to parental communications [within 24 hours]
- To challenge all infringements of school policies and to follow through appropriately
- Record all sanctions and rewards on the school system
- To be fair and consistent in applying this policy

As a parent/carer/guardian, your responsibilities are:

- To ensure that your child is on time for school and attends regularly
- To ensure your child is fully equipped and prepared for each day in full school uniform
- To ensure that your child’s planner is checked and signed on a weekly basis and homework is monitored
• To contact the school with regards to your child’s absences (e.g. via telephone and letter)
• To support the implementation of this policy and discuss behaviour with your child regularly

CLIMATE FOR LEARNING AT BOWER PARK ACADEMY

This policy is bound on the five Cs principle:

Choice: All members of our learning community are responsible for their actions and the choices that they make at school. We should act responsibly at all times and make sensible choices whenever possible.

Consequences: The choices that are made at our Academy will have consequences

Good Choices = Positive Behaviour = Rewards
Bad Choices = Unacceptable Behaviour = Sanctions

Certainty: It is the certainty that a sanction will occur, not the severity of the sanction that is key. Students need to understand the consequences of their actions and be aware that these will be followed through. To this extent, sanctions are non-negotiable.

Clarity: There are clear guidelines for implementing both rewards and sanctions

Consistency: Both rewards and sanctions will be implemented consistently and fairly

4 Academy Rules

Follow staff instructions first time, every time!

Keep hands, feet and objects to yourself

Treat others and the environment with respect

Take responsibility for your learning and respect others’ right to learn
## Praise and Consequence Systems at Bower Park Academy

### 1) Praise and Reward

<table>
<thead>
<tr>
<th>Role</th>
<th>Praise and Reward</th>
<th>Examples of P1 Praise Points:</th>
<th>Examples of P2 Praise Points:</th>
<th>Examples of P3 Praise Points:</th>
<th>Examples of P4 Praise Points:</th>
<th>Examples of P5 Praise Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1 – All staff</strong></td>
<td>• Verbal praise</td>
<td>• Excellent classwork</td>
<td>• Consistently producing classwork and/or homework to an excellent standard</td>
<td>• Consistently producing classwork and/or homework of an excellent standard in more than one subject</td>
<td>• Outstanding effort in all lessons</td>
<td>• Demonstration of achievement both in and out of school</td>
</tr>
<tr>
<td></td>
<td>• P1 Staff award point logged on Go4schools</td>
<td>• Outstanding homework</td>
<td>• Outstanding effort in more than one subject area</td>
<td>• Outstanding progress in more than one subject area</td>
<td>• Outstanding progress in all lessons</td>
<td>• An excellent ambassador and fantastic role model to others.</td>
</tr>
<tr>
<td></td>
<td>• Email sent home</td>
<td>• Outstanding effort in lessons</td>
<td>• Consistent achievement in more than one subject area</td>
<td>• Outstanding achievement in more than one subject area</td>
<td>• Organising/raising money for charity</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1 Praise point awarded</strong></td>
<td>• Always having the correct equipment</td>
<td>• 100% attendance at the end of a term</td>
<td>• Supporting an after school evening/weekend event</td>
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</tr>
<tr>
<td><strong>P2 – Subject Leader</strong></td>
<td>• Verbal praise</td>
<td>• Demonstrating outstanding behaviour</td>
<td>• Outstanding progress in a subject area</td>
<td>• Supporting an after school evening/weekend event</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• P2 Subject award point logged on Go4schools</td>
<td>• Doing a good deed</td>
<td>• Outstanding progress in a subject area</td>
<td>• Supporting an after school evening/weekend event</td>
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</tr>
<tr>
<td></td>
<td>• Email sent home</td>
<td>• Representing the academy</td>
<td>• Outstanding progress in a subject area</td>
<td>• Supporting an after school evening/weekend event</td>
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</tr>
<tr>
<td></td>
<td><strong>2 Praise points awarded</strong></td>
<td></td>
<td>• Outstanding progress in a subject area</td>
<td>• Supporting an after school evening/weekend event</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P3 – Director of Learning</strong></td>
<td>• Verbal praise</td>
<td>• Consistently producing classwork and/or homework to an excellent standard</td>
<td>• Consistent achievement in a subject area</td>
<td>• Consistent achievement in more than one subject area</td>
<td>• Outstanding progress in all lessons</td>
<td>• Demonstration of achievement both in and out of school</td>
</tr>
<tr>
<td></td>
<td>• P3 House award point logged on Go4schools</td>
<td>• Outstanding homework to an excellent standard in more than one subject area</td>
<td>• Outstanding progress in more than one subject area</td>
<td>• Outstanding progress in more than one subject area</td>
<td>• An excellent role model</td>
<td>• An excellent ambassador and fantastic role model to others.</td>
</tr>
<tr>
<td></td>
<td>• Email sent home</td>
<td>• Outstanding effort in more than one subject area</td>
<td>• Consistent achievement in more than one subject area</td>
<td>• Outstanding achievement in more than one subject area</td>
<td>• Organising/raising money for charity</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3 Praise points awarded</strong></td>
<td></td>
<td>• 100% attendance at the end of a term</td>
<td>• Supporting an after school evening/weekend event</td>
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<td></td>
</tr>
<tr>
<td><strong>P4 – Assistant Principal</strong></td>
<td>• Verbal praise</td>
<td>• Consistently producing classwork and/or homework of an excellent standard in more than one subject area</td>
<td>• 100% attendance at the end of a term</td>
<td>• Supporting an after school evening/weekend event</td>
<td>• Outstanding effort in all lessons</td>
<td>• Demonstration of achievement both in and out of school</td>
</tr>
<tr>
<td></td>
<td>• P4 Assistant Principle point logged on Go4schools</td>
<td>• Outstanding progress in more than one subject area</td>
<td>• Supporting an after school evening/weekend event</td>
<td>• Outstanding progress in all lessons</td>
<td>• Outstanding progress in all lessons</td>
<td>• An excellent ambassador and fantastic role model to others.</td>
</tr>
<tr>
<td></td>
<td>• Email sent home</td>
<td>• Outstanding achievement in all lessons</td>
<td>• Supporting an after school evening/weekend event</td>
<td>• Outstanding achievement in all lessons</td>
<td>• Outstanding achievement in all lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>4 Praise points awarded</strong></td>
<td>• An excellent role model</td>
<td>• Supporting an after school evening/weekend event</td>
<td>• Outstanding achievement in all lessons</td>
<td>• An excellent role model</td>
<td></td>
</tr>
<tr>
<td><strong>P5 – Principal Award</strong></td>
<td>• Verbal praise</td>
<td>• Organising/raising money for charity</td>
<td>• Supporting an after school evening/weekend event</td>
<td>• Outstanding achievement in all lessons</td>
<td>• Organising/raising money for charity</td>
<td>• An excellent ambassador and fantastic role model to others.</td>
</tr>
<tr>
<td></td>
<td>• P5 Principle point logged on Go4schools</td>
<td></td>
<td>• Supporting an after school evening/weekend event</td>
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<td></td>
<td>• Email sent home</td>
<td></td>
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<td>• Outstanding achievement in all lessons</td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>5 Praise points awarded</strong></td>
<td></td>
<td>• Supporting an after school evening/weekend event</td>
<td>• Outstanding achievement in all lessons</td>
<td>• Organising/raising money for charity</td>
<td></td>
</tr>
</tbody>
</table>
### PRAISE POINTS – CERTIFICATES AWARDED IN ASSEMBLIES

<table>
<thead>
<tr>
<th>PRAISE POINTS</th>
<th>CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Points</td>
<td>Learning Family Tutor Certificate 1</td>
</tr>
<tr>
<td></td>
<td>Lapel badge</td>
</tr>
<tr>
<td>200 Points</td>
<td>Learning Family Tutor Certificate 2</td>
</tr>
<tr>
<td></td>
<td>Lapel badge</td>
</tr>
<tr>
<td>300 Points</td>
<td>Learning Family Tutor Certificate 3</td>
</tr>
<tr>
<td></td>
<td>Lapel badge</td>
</tr>
<tr>
<td>400 Points</td>
<td>Director of Learning Certificate</td>
</tr>
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<td></td>
<td>Lapel badge</td>
</tr>
<tr>
<td>500 Points</td>
<td>Assistant Principal Certificate</td>
</tr>
<tr>
<td></td>
<td>Lapel badge</td>
</tr>
<tr>
<td>750 Points</td>
<td>Principal Certificate</td>
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<td></td>
<td>Lapel badge</td>
</tr>
<tr>
<td>1000 Points</td>
<td>Governing Body Certificate</td>
</tr>
<tr>
<td></td>
<td>Lapel badge</td>
</tr>
</tbody>
</table>

### 2) SANCTIONS AND CONSEQUENCES

- Before formal sanctions are issued, two informal warnings will be given. These may be either verbal or written.
- ALL behaviour incidents resulting in a consequence (C1 and above) must be logged on Go4schools.

### DETENTION SYSTEMS

- **C1** A formal warning which is logged on Go4schools followed by a conversation with the student.
- **C2** 20-minute detention which is logged on Go4schools and in the student’s journal. This is to take place at lunch time or after school.
- **C3** 50-minute house detention which is logged on Go4schools and in the student’s journal.
- **C4** 90 minute Principal’s detention on Friday, which is logged on Go4schools.

### NOTES TO SUPPORT THE BEHAVIOUR FOR LEARNING SANCTIONS

BPA – Behaviour for Learning Policy – AB – August 2017
• All departments will have a ‘parking’ rota.
• Parents will be informed of all consequences logged on the system via an email.
• If behaviour occurs outside lessons it is the responsibility of all staff around the school to deal with the behaviour and to follow up and log appropriately.
• Behaviour reports/report cards can be generated by the support and guidance team.

REPORT CARDS / TARGET BOOKS

• Learning Family Tutor (LFT) report will be issued by the Support & Guidance Manager (S&GM) and signed by LFT after school every day. If students do not improve their behaviour it needs to be referred to the House team for House report.
• House report issued for a minimum of one week to students who have not improved their behaviour on LFT report. Report card needs to be signed after school every day by house staff and if student’s behaviour does not improve refer to Assistant Principal (AP).
• Target books to be issued by S&GM, Director of learning (DOL), APs and Director of Inclusion. Target books to be signed after school and to be issued for a minimum of 4 weeks.
• It is the student’s responsibility to find the relevant member of staff to sign their report every day.
• Subject reports - Subject Leader to liaise with S&GM before report is issued.

JOURNALS

Journals are to be placed on the desk at the beginning of each lesson. If a student does not have a journal during form/lesson time, they should be provided with a journal page (photocopied) from the form/subject teacher and issued with a C2 detention which will be logged on Go4schools and an email will be sent home. Journal pages can be collected from reprographics.

FIXED-TERM EXCLUSION

This will only happen in extreme cases, and all Fixed-Term Exclusions can only be sanctioned by the Principal.

PERMANENT EXCLUSION

Permanent Exclusions can only be sanctioned by the Principal and is the most serious sanction. A student may be permanently excluded for:

• a serious breach, or persistent breaches, of the school’s behaviour policy
• or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy.

Students may be withdrawn for an internal exclusion whilst an incident is fully investigated and to ensure that exclusion does not take place ‘in the heat of the moment’ and a period of reflection
is allowed. Parents will be informed of the exclusion via a letter given to the student, and a letter will also be sent home by post. Parents will be contacted each time an Isolation sanction is actioned.

**Punctuality**

Students who are late to school will be issued with a 20-minute detention by the S&GM (C2) and logged on Go4schools.

S&GM will inform parents of students who are persistently late to school.

When investigating an incident involving behaviour in the wider community the academy will consider the following:

- Whether the Behaviour Policy and Academy rules have been broken
- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Related to this, whether the student or students were identifiable as a member of the school community
- The extent to which the behaviour in question might have repercussions for the orderly running of the school and might pose a threat to another student or member of staff
- Whether the misbehaviour in question was on the way to or from the academy, outside the academy gates, or otherwise in close proximity to the academy

If a student is found to have broken the Behaviour Policy and Academy rules in the wider community, staff will treat this as a serious matter. The student can expect to be:

- Instructed to behave in an acceptable manner by staff and to be disciplined on their return to the academy
- Referred to their S&GM
- Parents/Carers contacted
- Issued with an appropriate sanction
- If the misbehaviour could be classed as criminal or poses a serious threat to a member of the public, the police will be informed

**Other Issues**

**Extended Academy Activities**

Poor behaviour during on-site extended school activities will be dealt with in the same way as for any other on-site activity. If the behaviour occurs during an off-site activity which is not supervised by staff, college or work placements, students can be expected to be:

- Instructed to behave in an acceptable manner by the school or supervisory staff and to be disciplined on their return to school
- Referred to their Support and Guidance Manager and/or Director of Study or Subject Leader where appropriate.
• Parents/ Carers contacted
• Issued with an appropriate sanction

**Exploitation of New Media by Students (Mobile Phones and Social Media)**

The use of defamatory or intimidating messages and images inside or outside the academy will not be tolerated. Should any of the above new media be used by students in order to bully or embarrass fellow students or members of staff, or should any such actions cause disruption to any other element of the academy community, disciplinary sanctions will be applied. Refer to policy on school website.

**Searching**

Under the Education and Inspections Act (2006) the Principal and authorised staff led by him, have the power to authorise a search of students or their possessions (including bags) without their consent if there are reasonable grounds for suspecting that the student may have a prohibited item or an item banned by the school. Teachers can also instruct a student to turn out their pockets and discipline them if they refuse to do so. Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Prohibited items as defined by the DFE are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers /E-cigarettes
- 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

Reasonable force* may be used to search for prohibited items. The police will be called where there is a potential danger or risk to the personal safety of the teacher or student.

*Please see Use of Reasonable Force DFE Guidance – May 2012

Refer to policy on school website.

**Confiscation**

The Education and Inspections Act (2006) allows school staff to 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.

**Abuse or Intimidation of Staff Outside the Academy**

The academy will adopt firm measures against abuse or intimidation of staff by students. This includes unacceptable conduct by students when not on the academy site or outside of
academy hours when not under the charge of a member of staff of the academy. Students involved in any such activity can expect to be:

- Instructed to behave in an acceptable manner by staff and to be disciplined on their return to the academy
- Referred to a Senior Member of Staff
- Parents contacted
- Issued with an appropriate sanction

**Racist Incidents**

The school does not tolerate discrimination of any sort, including racist behaviour, and all incidents will be formally reported under the school’s duty of care to do so and swiftly dealt with. All racist incidents will be logged. Refer to policy on school website.

**Sexual Incidents**

The academy has a statutory responsibility to follow child protection/safeguarding procedures. Any sexually inappropriate behaviour, including homophobia, will be swiftly dealt with and formally reported under the school’s duty of care to the Designated Child Protection Officer for further investigation.

**Staff Training**

The Principal will ensure that members of staff working with more challenging students are provided with training that allows them to carry out their duties. Specific training will be undertaken annually to cover new policies, strategies and techniques.
## Behaviour for Learning Sanctions

- Two informal warnings given before formal sanctions are awarded

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Type of Behaviour</th>
<th>Teachers Actions</th>
<th>Follow Up</th>
</tr>
</thead>
</table>
| **C1 - Formal Warning** | - Student out of seat  
- Calling out  
- Lack of effort  
- Disrupting others’ learning  
- Talking without permission  
- Failure to follow instructions on first request  
- Late to a lesson with no note  
- Lack of equipment  
- Chewing gum or eating in lesson  
- Mobile phone (should not be visible) | - Behaviour logged on Go4schools | **Class Teacher**  
- Discuss behaviour with student  
- Automatic email sent to parents informing them of the consequence |
| **C2 – 20 Minute Detention (Lunch or After School)** | - Continuation or escalation of above (C1s)  
- Disrespectful behaviour towards member of staff/student  
- Failure to follow school rules  
- Failure to follow staff instructions on second request  
- Refusal to borrow PE kit  
- Late to school  
- Lack of homework  
- Continued lack of effort  
- Little / not enough work produced  
- Inappropriate comments about staff/students/work or lesson  
- 6 strikes on strike card  
- No journal  
- Loss of strike card | - Behaviour logged on Go4schools  
- 20-minute detention set  
- Detention recorded in student journal | **Class Teacher**  
- Discuss behaviour with student during 20-minute detention  
- Automatic email sent to parents informing them of the consequence |
| C3 - 50 MINUTE DETENTION (AFTER SCHOOL) | • Failure to attend a C2 detention  
• Continuation or escalation of above (C2’s)  
• Severe and continued disruption to learning  
• Persistent failure to follow staff instructions  
• Verbal abuse/intimidation towards students  
• Throwing equipment  
• Three lates to registration in a week  
• Student parked in another lesson  
• On call support requested | • Behaviour logged on Go4schools  
• 50-minute detention set  
• Detention recorded in student journal  
• Student to be moved to another classroom in a subject area (parked) where necessary  
• If student needs assistance to be parked ‘On call’ will be asked for | • Automatic email sent to parents informing them of the consequence |
|---|---|---|---|
| SUPPORT AND GUIDANCE MANAGER  
DIRECTOR OF LEARNING | | | |
| | C4 - 90 MINUTE PRINCIPAL’S DETENTION | • Failure to attend a C3 detention  
• Walking out of lesson without permission  
• Complete refusal to follow senior leadership team (SLT) instructions  
• Truancy from lesson  
• Violent conduct towards another student  
• Verbal abuse towards member of staff | • Behaviour logged on Go4schools  
• 90-minute detention set | • Automatic email sent to parents informing them of the consequence |
| | | | |
| | | | |
| | C5 CONSEQUENCES/DIRECTOR OF INCLUSION – LEVEL C5 – L1-10 | The school uses a range of different types of exclusion. The underlying principle is that students are not permitted to be in lessons. Whenever a student commits a C5 level ‘excludable offence’, reference will be made to previous records to check that any interventions that are in place have had time to work. All students move through the following stages; each time they are excluded. For every 3 weeks’ students have without a major incident they move back a stage. | 

For students with SEND, LAC or students on CP plans, there will be a discussion between the relevant professionals about the nature/length of punishment. |
<table>
<thead>
<tr>
<th><strong>CONSEQUENCE</strong></th>
<th><strong>TYPE OF BEHAVIOUR</strong></th>
<th><strong>TEACHERS ACTIONS</strong></th>
<th><strong>FOLLOW UP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>C5</td>
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</tbody>
</table>
| L1 = 1 DAY ISOLATION | • Using social media in an inappropriate manner in or out of school  
                          • Refusal to hand over mobile phone when requested by staff  
                          • Failure to attend Principals Detention (C4)  
                          • Vandalism  
                          • Intimidation towards member to staff  
                          • Swearing at a member of staff  
                          • Smoking  
                          • Bringing school into disrepute  
                          • Violent conduct/ dangerous behaviour towards others  
                          • Truancy from school  
                          • Extreme and challenging behaviour  
                          • Continued disruption of lesson  
                          • Bullying behaviour / racist / homophobic behaviour  
                          • Theft  
                          • Persistent refusal to follow the Academy rules.  
                          • Bringing a weapon into school | • On Call support requested  
                          • Student removed from the lesson to be given an opportunity to calm down | • On Call support to refer the incident to appropriate DOL/AP  
                          • The Internal Exclusion Room (TIER) consequence discussed/ requested via SLT link  
                          • Director of inclusion to decide level of consequence  
                          • Parents informed of behaviour |
<p>| L2 = 2 DAYS ISOLATION | | | |
| L3 = 3 DAYS ISOLATION – TARGET BOOK TO S&amp;GM / PARENTAL MEETING | | | |
| L4 = 4 DAYS ISOLATION – TARGET BOOK TO DOL / PARENTAL MEETING | | | |
| L5 = 5 DAYS ISOLATION / PSP | | | |
| L6 = 5 DAYS ISOLATION – ASSISTANT PRINCIPAL’S REVIEW / TARGET BOOK TO AP | | | |
| L7 = 5 DAY ALTERNATIVE EDUCATION PROVISION – DIRECTOR OF INCLUSION | | | |</p>
<table>
<thead>
<tr>
<th>L8 = 10 Day Alternative Education Provision &amp; Governing Body Disciplinary Meeting</th>
<th>Possession/consumption of drugs or alcohol</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L9 = Managed Move to another school / IYFAP Referral (Director of Inclusion)</td>
<td>Sexual abuse</td>
<td></td>
</tr>
<tr>
<td>L10 = Permanent Exclusion</td>
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</tbody>
</table>