



part of the



# Behaviour & Safety Policy

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**1. History of most recent Policy Changes**

<b>Date</b>	<b>Page</b>	<b>Change</b>	<b>Origin of Change (eg TU Request, Change in Legislation)</b>	<b>Actioned By</b>
<b>24<sup>th</sup> August 2015 (V1)</b>	Whole Document	Creation of new policy following review of existing policies and changes to legislation.		Cameron Shaw Vice Principal
<b>March 2017</b>	Whole document	Annual review of policy. Additional information about alternative provisions added.		Cameron Shaw Vice Principal
<b>April 2018</b>	Whole document	Annual review of policy		Ian Garforth Vice Principal

## **2. Legislative Compliance**

This Policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- [Education Act 1996](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [School Information \(England\) Regulations 2008](#)
- [Equality Act 2010](#)
- [Education Act 2011](#)
- [Schools \(Specification and Disposal of Articles\) Regulations 2012](#)
- [The School Behaviour \(Determination and Publicising of Measures in Academies\) Regulations 2012](#)

### **Summary of what the law says:**

The Principal must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils

The law applies to students whilst present on the Academy premises, but also at many times when not present at the Academy but still on-roll as a student of the Academy.

### **3. Links to Other Policies**

This Policy has been written as guidance for staff, parents or carers and young people and should be taken in conjunction with the following Brunel Academy policies:

- Inclusion
- Safeguarding
- Anti-Bullying and Prevention of Harassment
- E-Safety
- Positive Handling
- Charging and Remissions

### **4. Aims of this Policy**

4.1 Academy staff and students should all show respect for one another's individuality as learners and members of the school community.

4.2 Positive behaviour should be rewarded.

4.3 Sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence.

4.4 All members of the school community should be listened to and responded to.

4.5 All members of the school community are entitled to learn in a safe and secure environment and have a shared responsibility for creating and maintaining acceptable behaviour.

4.6 All academy staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills.

4.7 Academy staff recognise that positive behaviour is a pre-condition for effective learning and, therefore, promote behaviour improvement strategies as a means of improving learning and teaching

The policy sets out approaches used relating to behaviour between Years 7 to 11 and the ethos of support and intervention which sits across all groups within the academy.

## **5. Objectives of this Policy**

The purpose of the behaviour policy is to ensure that all students achieve the five outcomes of the Every Child Matters five-year strategy.

We believe the creation of a positive learning environment through the application of effective strategies for promoting positive behaviour and attendance is linked to the five outcomes in the following ways:

**5.1 Being Healthy** We believe that good relationships are a significant resilience factor in supporting positive mental health. Positive mental health can be further enhanced by encouraging all staff in fostering students' skills and by exploring perceptions of how conflict is managed. A person's self-esteem is intrinsically linked to their success as a learner so it is vital that we support our students' emotional intelligence in a sensitive, supportive and developmental way.

**5.2 Staying Safe** We foster trusting learning environments that encourage positive relationships between staff and students to support them in feeling secure and in developing social and emotional skills. We provide opportunities for students' views to be listened to, valued and responded to. The promotion and implementation of our anti-bullying and safeguarding policies also helps to protect students from harm.

**5.3 Enjoying and Achieving** The deployment of effective strategies for managing behaviour at a whole school and individual student level will support achievement of this outcome. Consistency of application of agreed strategies is crucial to success in this area. This requires consultation with key stakeholders and embedding of good practice.

**5.4 Making a Positive Contribution** The deployment of effective strategies at an academy and individual level will enable students to make a positive contribution by investigating students' views about behaviour and attendance issues. Their contribution to the development of good practice is assured.

**5.5 Economic Wellbeing** There is evidence that people who have good social and emotional skills experience more success in the workplace and, clearly, academic achievement and good attendance also contribute to long-term economic well-being. The deployment of effective strategies at an academy and individual level will support learning, behaviour and good attendance and so contribute to the achievement of this outcome.

## **6. Roles and Responsibilities**

The promotion of positive behaviour and full attendance is the responsibility of all members of the academy community, including parents and carers.

### **6.1 Staff**

The Principal, with the assistance of other members of the Senior Leadership Team (SLT), is responsible for the form and content of the policy, and for its implementation in ways that maintain an academy ethos that encourages positive behaviour and full attendance. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the academy, including: the provision of mutual support to colleagues, modeling the social, emotional and behaviour skills and demonstrating the high standards of behaviour and punctuality expected from students. We will make all efforts to establish and maintain relationships with parents/carers. Tutors will liaise with parents/carers on a regular basis in order to discuss progress, specific issues or concerns and agree a way forward.

### **6.2 Students**

Students have a role in shaping and promoting the academy's behaviour and attendance policies. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the House Council, class meetings, tutor time and lessons. Students have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer mentoring and peer counselling.

### **6.3 Parents and Carers**

Parents and carers have a responsibility for their child's behaviour inside and outside of school, which they can positively influence through effective and consistent parenting, working together with the academy, communicating expectations and encouraging progress at home. This role is vital in their child(ren)'s development in all of the priorities outlined in the Every Child Matters framework. They also have a role to play in advising on the continuing development and improvement of the policy. The academy is committed to involving parents/carers in all aspects of their child(ren)'s education through: clear communication, ensuring involvement and access to all stakeholders involved with the education of their child(ren) and prioritising the interests of their child(ren) in any agreed actions.

## **7. Positive Behaviour Recognition**

Rewarding positive behaviour and achievement is a vital component of the learning experience within the academy. We want to reward frequently and consistently in a structured way that staff, students and parents all value and support. We will ensure that planning about behaviour improvement is informed by statistical information about the use of rewards and sanctions.

### **7.1 Lesson Scores**

Within each 50minute teaching period, and in the 20minute tutor slot at the end of every day, students are given a lesson score by their teacher. A score of a '2' or a '1' shows that the student has made a positive contribution to the lesson. Periodically these lesson scores will be used to inform rewards and celebration, most frequently as part of a public celebration in Celebration Assembly. Certificates, and occasionally, small prizes, will be awarded to students who consistently show positive contributions to their lessons.

### **7.2 House Tokens**

Both within lessons, in recognition of particularly positive contributions, and outside of lesson times all staff have the ability to distribute 'House Tokens' to students who are seen to be making a positive contribution to the Academy. These are small plastic tokens which students then deposit into the bin of their House in Reception. At the end of every term these tokens are counted for each house and go towards the overall scores for each House. Houses compete for trophies, certificates and also larger reward days.

### **7.3 Home Contact**

Home contact is available to all members of staff to recognise positive contributions by a particular student. Some of the methods that may be utilised include; postcards, text messages, emails, phone calls and notes in the student's planner.

### **7.4 Assemblies**

Assemblies will be used, either in Year Group or Houses, to highlight positive messages and publicly celebrate particular individual or group achievements. Assemblies will be generally be once per week, and carry largely positive messages. Particular celebration assemblies will be utilised on a regular basis to spread positive messages.

## **8. Consequences and Sanctions**

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the academy rules or who fail to comply with reasonable instructions.

a) Consequences should be used to help students make appropriate choices about their behaviour and attendance. Where they choose to breach expectations of behaviour, students have a right to expect fair sanctions, applied consistently. The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students. Statistical information will be used to inform our planning about behaviour improvement, for example, to plan future groupings and to target support to areas where students have the greatest difficulty.

b) All sanctions and rewards (Demerits and Merits) are recorded onto SIMS (School Information Management System) and monitored by the appropriate Year Team (Pastoral Year Leaders and Achievement Year Leaders), Curriculum Leaders (CLs), Tutors and Senior Leadership Team to enable appropriate support strategies to be implemented.

Students who are a member of the Personalised Learning Centre (PLC) will also be monitored by this team, often in place of the Year Team.

c) The Brunel Habits for Learning (*Appendix A*) is used in all classrooms to reinforce positive behaviour.

d) Staff, and students, when appropriate, will be consulted when rewards and sanctions are being decided.

### **8.1 'Code 3' Warning**

At Bristol Brunel Academy we operate a single strike warning system. Within each 50 minute period of the Academy day, and during the 20 minute tutor period at the end of every day, students are allowed to make one minor breach of expected behaviour standards. Upon doing so they will be issued a 'Code 3'. Students will be explicitly informed of the reason for their breach and their name will also be written on the classroom whiteboard (where practicable) to remind them that they have already received their warning. Warnings may be issued for; talking whilst the teacher is talking, being disrespectful, refusal to follow instructions, not working when expected, disrupting the learning of others, not being properly equipped for the lesson. These are just some of the examples and this list is not exhaustive. In general, any instance of behaviour which would disrupt the learning in a classroom (either of the student concerned or of another student) would result in the issuing of a warning.

A 'Code 3' is also liable to be issued outside of the classroom. This may be as the student arrives to the Academy in the morning, during lesson changeover, break-time, lunch-time, or even as the student leaves the Academy at the end of the day. In this instance the 'Code 3' is issued by a specific staff member and remains with the student for the remainder of the day when the student is outside of the classroom.

### **8.2 'Code 4' Sanction**

Within the classroom; if a student has already been issued with a 'Code 3' and requires another warning during the same teaching period they will be issued with a 'Code 4'. Outside of the classroom; if the student has been issued with a 'Code 3' and is seen to require another warning by the same member of staff, during the same day, they will be issued with a 'Code 4'.

In some situations it may not be appropriate for students to be issued a 'Code 3' before being given the 'Code 4'. These situations will normally be of a more serious behaviour concern. Examples may include; inappropriate language, aggression towards another student, aggression towards members of staff; actions which may pose a danger to others (staff and/or students, deliberate or otherwise). Again, this list is not exhaustive and is at the discretion of Academy staff.

Upon receiving a 'Code 4' the student will be sent immediately to the Isolation Room where they will stay for a duration of 6 periods.

Refusal to follow a clear instruction to go to the isolation room is likely to result in an extension or escalation of the sanction.

### **8.3 Isolation**

This is a quiet, supervised area where students will work independently on their learning. They will also be supervised for breaks and lunchtime.

Students who receive a 'Code 4' will be placed into isolation for a duration of 6 periods. It may be possible for students to leave isolation before they have served their full 6 periods if they show excellent behaviour and attitude to learning whilst in isolation.

A student whose behaviour has been unacceptable whilst on report may be placed in the isolation room for a period of time without having received a 'Code 4'. This isolation time is to provide opportunity for further reflection on how their behaviour is impacting on not only their own, but also others' learning.

Students may also be placed into the isolation room for a period of time whilst serious incidents of behaviour are being investigated. This is to provide the opportunity for investigation and gathering of statements and other relevant information without interference from those potentially involved. Students involved in such behaviours may be isolated for a day or longer as a consequence of their involvement. Parents will be

informed when this is the case.

Whilst a student is in isolation the system of 'Code 3' and 'Code 4' continues. Whilst in isolation a single 'Code 3' will last for the remainder of the day. If the student commits a further breach of the expected behaviours they will receive a 'Code 4'. If a student receives a 'Code 4' in isolation they will be placed in SLT classrooms, to allow them to be successful. If this is unsuccessful, the student may receive an FTE.

#### **8.4 Reporting System**

Report cards are used with individual students and groups of students to monitor their progress and/or behaviour. Reports may target specific behaviours, for example organisational skills, and/or specific subject areas depending on the issues that have been highlighted for a student.

Generally, a student will be placed on Level 1 report (See Appendix B – Report Stages) on their second visit to Isolation and then escalated by a stage on each subsequent visit to isolation. Reports will be monitored daily by a students' tutor, year team, SLT Link, Vice Principal or Principal depending on stage. We recognise that parents/carers play a vital role in supporting their child(ren) in improving behaviour. Parent/carers will be made aware of their son/daughter's targets and are expected to monitor their progress in conjunction with the academy. For students who fail to use their reports, sanctions will be issued, most likely a period of isolation, or social isolation. Students may also be issued with a period of after-school detention upon returning their report card at 3pm if their behaviours that day have not been in-line with their targets (see Detention below).

#### **8.5 Detentions**

*Parental consent is not required for detentions*, although it is Brunel Academy practice to work with parents and carers to discuss any issues regarding the setting of detentions or higher level sanctions where there is disagreement. Working in partnership is our preference at all times.

At Brunel the preferred sanction is a period of isolation rather than detention. The reason for this is two fold; it is immediate and inescapable and it removes the potentially disruptive effect of the exhibited behaviours on other students and staff.

However, there are some situations where detentions may still be used. These include:

- a) Students who have not completed homework/self-study, in which case the detention is used to provide opportunity for the student to catch up on the work.
- b) Students who are on a reporting system and have not met their targets for the day. The detention will be served immediately at the end of the same day and may be for duration of up to 1 hour.

This list is not exhaustive and detentions may be used by staff when deemed appropriate in the circumstance of the time.

Detentions may be issued to be served on any normal academy day. Detentions may also be issued to be served via enforced attendance on a non-teaching day (INSET). In extraordinary circumstances detentions may be issued to be served on a weekend, as long as that weekend does not fall at the start or end of a half-term break.

### **8.6 Restorative Approach**

The academy has a firmly embedded restorative justice approach. This is an intervention aimed at repairing damage in relationships between students and teachers. The process requires the student to meet with the member of staff and a mediator to agree specific and targeted behaviours. These will enable the student to learn and behave appropriately and to improve the relationship between the student and member of staff.

When appropriate restorative approach will also be used to rebuild relationships between students. In these situations it will be overseen by an appropriately trained and experienced member of staff.

### **8.7 Alternative Day**

Students whose behaviour is persistently disruptive, or a significant cause for concern, may be placed onto an "Alternative Day". This means that they will start school later than other students and make up the missed hours after their normal school day has ended. This arrangement is typically used for a period of 1 or 2 weeks but is dependent on each individual's progress. Students on an alternative day do not attend their lessons; they work independently in the isolation room under the supervision of staff.

### **8.8 Academy Based Community Service**

At times it may be appropriate for students to be given a sanction of Academy Based Community Service. This may take the form of activities including; picking up litter, removing graffiti, tidying up the dinner hall after a social period, tidying up a classroom, assisting in general chores. This list is not exhaustive. At all times students will remain safe and will be given any equipment needed to ensure their safety. These sanctions are most likely to be used following an incident that befits it, for instance students who deliberately drop litter and make the Academy an untidy place can be expected to assist in cleaning up the Academy.

### **8.9 Immersion at another Academy**

If concerns arise regarding a student's conduct, either relating to a single larger incident or a series of persistent disruptions, the Academy may suggest to parents and the student that the student spends a short period of time attending a local partner school.

This period of time is intended to allow the student the opportunity, away from their regular peers and potential distractions, to take some time to reset any pattern of behavior and reflect on any incidents. During the immersion period the student will likely spend a short period in the equivalent of the internal isolation room or personalised learning centre of the receiving academy and then, if this is successful, will spend some time following a regular timetable of lessons. Every endeavor is made to match similar subjects to the student's normal timetable, though this is not always possible. Although we appreciate this may feel like some loss of learning time the intention is to ensure longer term success when the student returns to Brunel. Most immersions run for two weeks, though some may be longer at the request and agreement of interested parties. Immersions are most successful with parental support and the overall rationale is around giving the student the best chance to reset and refocus their behaviours.

### **8.10 Negotiated Transfer to another Academy**

A negotiated transfer (NT) is where a student moves to another Academy for a trial period of time. The trial period is normally 12 weeks duration. If the student engages well in the new academy and all parties are satisfied then at the end of the trial period the student will move permanently to the new academy and stop being a student at the old academy. The old academy may then offer the vacant space to a new student. The new academy will become solely responsible for the welfare of the student. If at any point during the trial period the student's behavior or engagement at the new academy is not satisfactory then the NT will end and the student will return to their old academy. There is no right to appeal the decision to end the NT as it is not treated as an exclusion as the student is able to return to their old academy. NTs often follow successful immersion periods where the student and parents realise that a fresh start may be best for the student. NTs are often offered to students and parents where the students conduct places them at risk of exclusion (fixed term or permanent) as a way of avoiding these situations.

### **8.11 'Engage' Provision**

'Engage' is an off-site provision hosted next to the City Academy Bristol. It is funded and accessed solely by academies belonging to the Cabot Learning Federation. The off-site provision provides a revolving door provision for students who are currently not engaging in their home academy. Trained staff work with students in small groups or 1-1 to re-engage students in education, with the view to the student returning successfully to their original academy or potentially then being in a position to be successful on an NT (see 8.10 above). As a provision which is an extension of Bristol Brunel Academy we do not need parental support to place a student at Engage but we would always endeavor to work with parents and the student to re-engage them in education.

### **8.12 Fixed Term Exclusion Reduction Plan (FTEPR)**

Decisions to exclude students for a fixed period of time are never taken lightly. If an incident occurs that would warrant a fixed term exclusion of multiple days the student and parents may be offered the chance to take part in our fixed term exclusion reduction programme. Instead of being fixed term excluded for a period of multiple days the student may be excluded for one day and then spend some subsequent days at a partner academy (like a mini-immersion, as per 8.9 above). We find that this benefits all parties. Students spend less time out of a provision. Parents spend less time having to be responsible for the student whilst they are at home on exclusion. The originating academy has time to consider further support that the student may require following the exclusion.

### **8.13 Exclusion (Fixed Term and Permanent)**

Exclusion, which only the Principal or, if unavailable, the Vice-Principal, can decide on, will only be taken:

- In response to serious breaches of the academy's Behaviour Policy; or
- In response to persistent breaches of the academy's Behaviour Policy; or
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the academy

Students may be excluded for a fixed number of days or excluded from the academy permanently. The academy makes every effort to investigate serious matters which may lead to exclusion; taking into account at all stages our statutory duties in relation to SEND, functions under the Equality Act 2010 and our duty not to discriminate against students on the basis of protected characteristics, such as disability or race. This involves direct discussion with students who were involved in incidents either as witnesses, bystanders or victims. All students at risk of exclusion will be required to write a written statement; this provides a clear opportunity to write a truthful account of events which will then be discussed with them with a member of the Pastoral or Leadership Team prior to a decision about exclusion being made.

Any decision to exclude a student from the academy will be made in line with the principles of administrative law i.e. that it is a lawful, rational, reasonable, fair and proportionate response. When establishing the facts in relation to an exclusion decision the Principal or Vice-Principal will apply the civil standard of proof; i.e. "on the balance of probabilities" it is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt".

Whilst exclusion may still be an appropriate sanction, the Principal or Vice-Principal will take into account factors that are identified after an incident of poor behaviour has

occurred. For example, where it comes to light that a student has suffered bereavement, has mental health issues or has been subject to bullying.

Parents/carers will always be aware of the reasons for these sanctions and there are legal guidelines which will be followed (these include the right of appeal). Return from a period of exclusion will always involve a re-integration meeting with parents/carers, the student and a senior member of staff. Where required, a student and parent may be asked to sign a written behaviour contract as part of the reintegration process (Appendix C)

- a) The academy will, without delay, inform the student's parent/carer of the period of any exclusion and the reasons for it.
- b) The academy will also, without delay, provide parents/carers with the following information in writing:
  - The reasons for the exclusion □
  - The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent
  - Parents/carers right to make representation about the exclusion to the Academy Council
  - Advise the parent/carer how their representation may be made; and
  - Where there is a legal requirement for the Academy Council to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend

#### Notifying the Local Authority (LA) and the Cabot Learning Federation (CLF)

- i. Notify both the LA and the Federation of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the student has been excluded in one term to more than five; (c) an exclusion that would result in the student losing the opportunity to take a public examination. For all other exclusions the Principal will notify the Federation once a term through their reports to the Academy Council.
- ii. Follow agreed protocols for ensuring that students who are excluded for over 5 days receive education on the 6<sup>th</sup> and subsequent days until the end of the exclusion, by referring the student to a suitable provision. This may be referral to 'Re-Engage Studio' provision operated by the Cabot Learning Federation, a

period of time at an alternative academy (which may or may not be part of the Cabot Learning Federation) or, if no other alternative exists, a referral to the Pupil Referral Unit (PRU) operated by the local education authority.

- iii. Ensure, where the parents of an excluded pupil do not speak, or do not have a good understanding of English, that correspondence and documentation relating to the exclusion are translated into their mother tongue. In such cases the academy and/or LA will arrange for an interpreter to be present at any meetings with the parent about the exclusion. Suitable arrangements for disabled parents/carers will also be made.
- iv. Ensure, following a student's exclusion, that a re-integration meeting is held, preferably on the day the student is due to return after the exclusion. The re-integration meeting will normally include a member of the Leadership Team, a member of the Pastoral Team, the student and the student's parent/carers. Other relevant people may attend, for example a member of the Children and Young Peoples Service and/or the student's tutor

The minimum time limit will not apply to any exclusion which would result in the student losing an opportunity to take a public examination.

In the case of incidents involving drugs, knives and serious assaults the academy will act upon local and national guidelines to use either long fixed term exclusions and/or permanent exclusions as deemed most suitable according to the context and circumstances of the incident

The Federation has a duty to consider parents representations about exclusion and may delegate this to a designated sub-committee comprised of at least three CLF board or committee members.

The Federation will consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent
- It is a fixed period exclusion which would bring the students total number of school days of exclusion to more than 15 in a term; or
- It would result in a student missing a public examination or national curriculum test

## **9. Taking Account of SEN, disability and the circumstances of other vulnerable students such as looked after children**

The Academy will always take into account SEND and the circumstances of other vulnerable students in implementing any aspect of the Behaviour Policy and are committed to working in partnership with parents/carers, the Local Authority and other services where it is recognised that a child's behaviour places them at risk of exclusion and whereby alternative provision may be required. In the case of students with a statement of SEND or Education Health-Care Plans (EHCP), the academy will always consider requesting an early annual review or interim/emergency review.

## **10. Students' conduct and behaviour outside academy premises**

The Academy will, where necessary, impose sanctions on students where their behaviour has fallen below an expected level off the academy site. This includes behaviour on activities arranged by the academy, such as work experience placements, educational visits and sporting events, behaviour on the way to and from the academy and behaviour when wearing school uniform, or identifiable as a student of our academy in some other way, in a public place. The Academy can also sanction for any misbehaviour at any time that could have repercussions for the orderly running of the academy, or poses a threat to another pupil or member of the public, or behavior which could adversely affect the reputation of the academy. Any misbehaviour off site which satisfies any of these conditions will be dealt with in line with the sanctions spelt out in this policy.

Our objectives are:

- a) To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- b) To secure behaviour that does not threaten the health and safety of students, staff or members of the public.

The sanctions will ordinarily be imposed when the student returns to the Academy premises, or elsewhere when the pupil is under the lawful control of a member of staff.

## **11. Confiscation**

The general power of a member of staff to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Staff will of course make every effort to ensure that confiscated property is kept safe.

The aim of the confiscation of a student's property is to maintain an environment conducive to learning; one which safeguards the right of other students to be educated. A refusal to cooperate will result in a higher level sanction. The criteria for confiscation may include:

- a) An item that poses a threat to others, e.g. a laser pen.
- b) An item that poses a threat to good order for learning, e.g. use of a personal music player, mobile phone, headphones
- c) An item that is against academy uniform rules, e.g. student refuses to take off his/her hat on entry to the academy.
- d) An item that poses a health or safety threat, e.g. students wearing large earrings in PE.
- e) An item which is counter to the ethos of the academy, e.g. racist or pornographic material.

### **11.1 Powers to search**

In order to ensure that all students and staff are safe, nominated members of staff have the power to search a student's property without consent if they suspect that prohibited items have been brought onto the academy premises. Prohibited items include knives, weapons, illegal drugs, fireworks and alcohol. If there is evidence pointing to a student having stolen property in their belongings, these will also be searched. In exceptional circumstances where there is concern about the health and safety of students and staff, nominated staff will conduct a search of student's pockets without consent, although this measure will be avoided at all costs and the involvement of the Police will be considered where safety concerns are paramount. All prohibited items will be handed over to the Police.

If it is suspected that a student has brought banned items into the academy, such as cigarettes, lighters and matches, under the School's Common Laws, staff are able to search them and their belongings, such as their locker, with their consent. Banned items can also include any item that is identified in any Academy rule as an item that is not

allowed within the Academy. Only nominated staff are able to search a student's belongings and the need to do this will be avoided at all costs by discussing with the student their responsibility to hand over items suspected to be on their person or in their locker on a voluntary basis. There is no need for a written agreement for nominated members of staff to search a student's locker or ask them to turn out their pockets. If the student refuses, the academy will apply an appropriate punishment as set out in this policy. A student refusing to co-operate with such a search raises the same kind of issues where a student refuses to follow any reasonable instruction.

## **12. The use of reasonable force and physical contact with students**

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others. Academy staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student when for example, that member of staff has acted in a way to separate a fight between students. We do not require parental permission to use force on a student and where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. It is *not illegal* to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.
- To guide a student in a certain direction

*This section is covered in more detail in a separate Academy policy; "Positive Handling"*

### **13. Implementing the Behaviour Policy**

- a) The Principal and staff will ensure that we achieve a consistent approach to behaviour management, teaching and learning.
- b) The Academy believes that in order to support students and staff we must have a whole academy approach to positive behaviour. This includes the need for us to have regard for classroom management, teaching and learning, developing staff skills and support through development opportunities and ensuring that we have effective pastoral systems in place. Staff development is a vital element of this aspect of behaviour for learning and a behaviour for learning handbook has been created which supports staff in implementing the policy. All staff will have regular opportunities to share and develop their skills in promoting positive behaviour.
- c) The Academy believes that positive behaviour management is critically concerned with:
  - i) The quality of relationships between adults and between adults and children.
  - ii) The nature of interventions between adults and children.
  - iii) The need to preserve the right to respect, self-esteem and dignity of all involved.

### **14. Monitoring and review:**

The Academy will evaluate the impact of this policy by receiving data from the relevant staff analysed by year group, gender, SEND and ethnicity on:

- a) Number and range of rewards for good behaviour each term
- b) Fixed term and permanent exclusions – number of and analysis of behaviour
- d) Instances of bullying and action taken
- e) Support provided for the victims

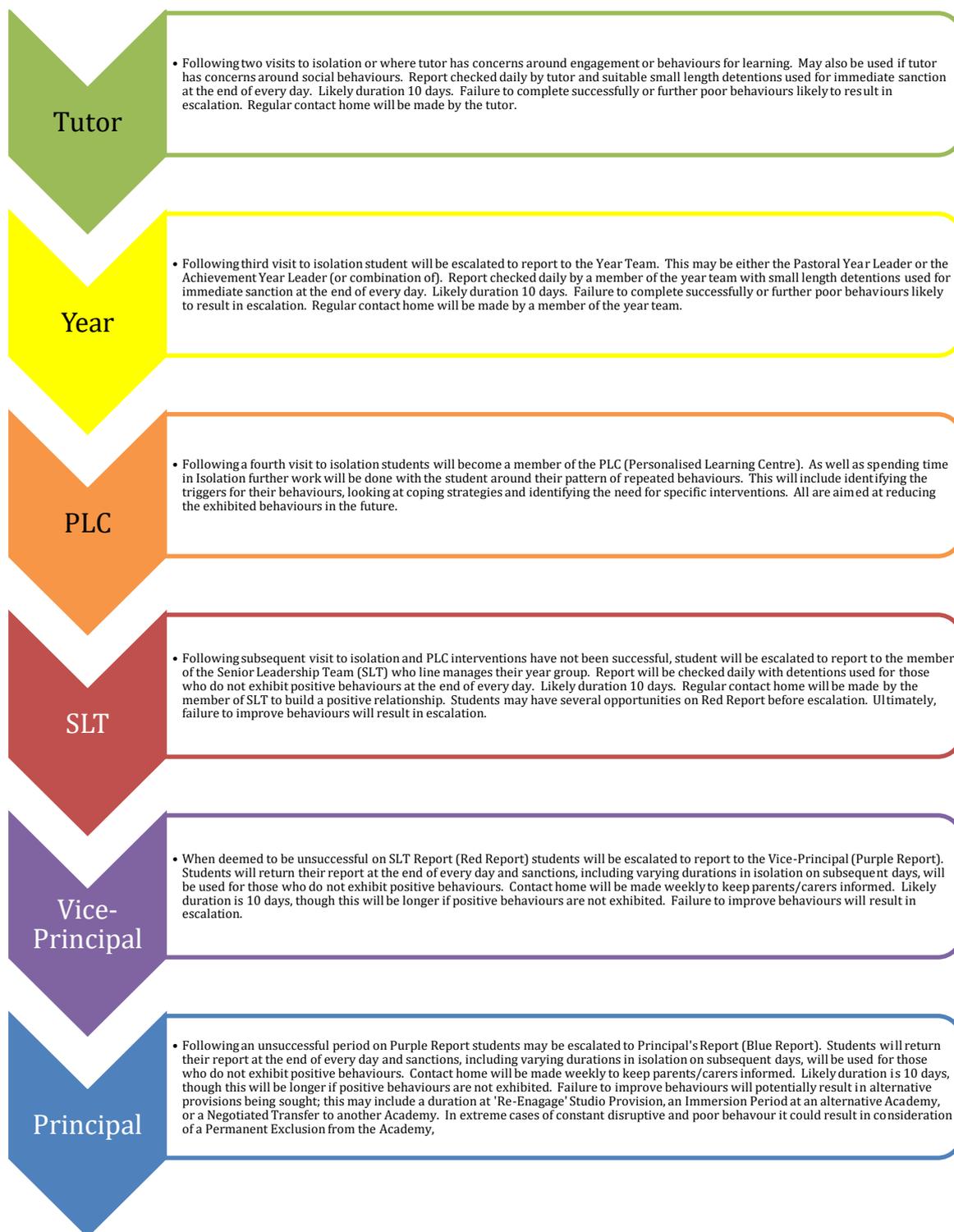
Prior to any review of the policy, feedback will be sought from the student body, staff and parents on the effectiveness of the policy.

## 15. Appendices

### Appendix A – Brunel Habits of Learning



Appendix B – Levels of Report Diagram (Tutor, Year, SLT, VP, P etc)



The above flow-chart outlines the Report Card Escalation Process at Bristol Brunel Academy. Our ultimate aim is to support students to modify misbehaviour and create an environment centered around positive behaviour and learning. Therefore, the exact detail and structure of reporting is subject to regular review and unpublished change.

Appendix C – Example of written behaviour contract for student/parent



### Student Behaviour Contract

*Students and staff have rights and responsibilities at Bristol Brunel Academy which help our community to enjoy and achieve together*

Student:	Year:	Tutor:
Reason for exclusion:		
Number of days:		
Behaviour overview:		
<b>Reintegration Targets</b>		
1.		
2.		
3.		

To succeed in meeting these targets I will need the following help and support:

What will I find hard?	What would help me?	Who do I need help from?
1.		
2.		
3.		

- I have reflected on my recent behaviour in school and understand that my behaviour is not acceptable*
- I am aware that I must make positive changes to my behaviour*
- I will make every effort and engage with the support I am offered*

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

Staff signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Checklist**

Mentoring		Counsellor	
Groupwork/1:1 Support		Parent support	
Restorative sessions		Flexible Timetable	
LSA Support required		Weekly tracker in place	
PSP in place (PLC)			