

GREAT BARR

A SPECIALIST SCIENCE COLLEGE



ACADEMY

IGNITING

POTENTIAL



BEHAVIOUR FOR LEARNING POLICY 2019 - 2020



BFL 2019 - 2020

Member of Staff responsible for Policy	Deputy Head (Pastoral)
Review Committee	The Academy Council
Approving Body	The Academy Council
Review Cycle	Every 2 years or sooner should the need arise
Date Ratified	July 2018
Next Review	July 2020

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**GREAT BARR ACADEMY
BEHAVIOUR FOR LEARNING POLICY**

Applies to:	Great Barr Academy
Staff member responsible	Deputy Head (Pastoral)
Website?	On public website
Approval by:	Academy Council
Review frequency	Every two years
Date of approval:	July 2018
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Introduction

Great Barr Academy's Behaviour for Learning Policy supports our endeavour to sustain a community in which all share a sense of affiliation and responsibility. Our purpose is to provide guidelines for the behaviour we wish to see from this community. We recognise that the lead must be taken by adults: when adults change, everything changes. We seek to enable young people to thrive in a stimulating, well ordered and caring environment in which they can develop into well-adjusted young adults who are able to succeed in a changing world and challenging workplace. This policy document provides a framework for determining the appropriate response to incidents of unacceptable behaviour.

This policy includes the following sections:

- 1. Rationale**
- 2. Aims**
- 3. Student and staff rights**
- 4. Role and Responsibilities:**
- 5. Praise and Rewards**
- 5. Expectations of Students**
- 6. Failure to meet expectations**
- 7. Bullying**
- 8. Racist Incidents**
- 9. Monitoring and evaluation.**

1. Rationale

Great Barr Academy exists to ensure that all students learn successfully and support each other in a caring environment. Our Academy Council have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of students.

2. Aims

A positive approach to discipline is one of our key features. There should be a clear, shared understanding between all stakeholders. The Home School Agreement is an essential part of this, and is agreed on entry to the academy. A mutually supportive, caring and purposeful atmosphere helps us achieve our aims:

- To promote positive achievement and behaviour in all aspects of learning.
- To behave in a caring and supportive way to others and make a positive contribution to the local and wider community.
- To grow into happy, healthy, confident young people developing the skills for adulthood.
- To become active lifelong learners.

- To promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
- To promote restorative approaches

To help us achieve this vision, we will:

- provide relevant personalised learning programmes;
- focus relentlessly on high educational standards;
- listen and respond to student and parent views and comments;
- ensure a consistent use of a full repertoire of rewards and sanctions;
- use developing technology to improve communications between staff and with students and parents;
- provide staff with quality resources and workspaces;
- collaborate with other service, businesses and education providers in the community;

3. Student and Staff Rights

It is essential that the rights of all individuals should be understood and safeguarded. These are:

1. Every student has the right to learn at his or her optimum rate, without being hindered by others.
2. Every student has the right to live each day in school without fear. Bullying, threats, name-calling, racial or sexual harassment, interference with property, and any other action designed to frighten, humiliate or embarrass are all unacceptable.
3. All staff - teachers and support staff - have the right to go about their work and use their abilities for the benefit of students without unhelpful interference.

The secondary school years are years of profound change for young people, and our success is judged by how we deal with issues related to that change. Our chances of success are best served by:

- a) **Students** knowing how they are expected to behave, and knowing the consequences of misbehaviour.
- b) **Staff** presenting good models of behaviour themselves, and dealing fairly and consistently with any misbehaviour on the part of students.

4. Roles and Responsibilities

4.1 Staff - All adults working in this academy are responsible for promoting high standards of behaviour. This should be achieved by:

- Providing a clear, positive example to others of how to behave in any given situation, taking the lead in creating an atmosphere of respect and care in our community.
- Praising good behaviour.
- Correcting poor behaviour consistently and fairly including use of correct language and wearing of appropriate dress.
- Working hard to establish and maintain mutually respectful relationships with students.
- Maintaining the standards outlined in the schools 'Minimum Standards' document.
- Every member of staff will use the agreed system of rewards and sanctions and this will be recorded on Bromcom.
- The expectation that every teacher will provide well-planned, well-resourced lessons that are accessible to all students, therefore making a considerable contribution to positive behaviour in the classroom.
- Keeping accurate records on Bromcom, of behavioural issues, contact with parents/guardians and actions taken, in their lessons/curriculum areas.
- Students should be able to see that they can make amends for their behaviour and learn from their mistakes.
- Sanctions should be given to individuals and rarely whole groups. The system of sanctions should be applied fairly and firmly.

- Students should be encouraged to take responsibility for their own actions and their own learning, including apologising, where appropriate. Restorative conversations employed seek to achieve agreement and reparation through dialogue between those involved in an incident where harm has occurred.
- When dealing with instances of poor behaviour, the ultimate aim should be to de-escalate the situation. Staff should endeavour to use all the behaviour management techniques at their disposal.

The academy recognises its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEND).

4.2 Pastoral Managers and Progress Leaders

Working together year group staff will monitor the "big picture" using information from Form Tutors, subject teachers and Directors of Subject: These staff members will always attempt:

- To make students aware that they know what is going on and further investigate causes.
- To consult with and feedback to Form Tutors/subject staff.
- To monitor the behaviour of students (positive and negative).
- To liaise with outside agencies and parents.

4.3 The Senior Leadership Team

- To promote an achievement culture across the whole school.
- To monitor the work of all staff and students, reinforcing expectations at all times.
- To follow up on cases of poor behaviour or poor achievement alongside Progress Leaders and Pastoral Managers.
- To liaise with parents and deal with extreme cases
- To act as the lead for all staff in the expectation of good behaviour
- To support all staff in dealing with poor behaviour

4.4 Parents and Guardians

- Our contact with parents/carers should be frequent, concerned and helpful. Instances of misbehaviour need on occasions to be relayed to parents/carers, but so too must be the more frequent instances of good behaviour. This helps to foster a positive appositional relationship with parents and carers.
- Every encouragement is given to parents to attend the regular parents' consultation evenings, but they should also be encouraged to contact the school whenever necessary. A relevant member of staff will make themselves available. A professional and welcoming approach is vital if the partnership is to flourish.
- Whenever contact is made relevant, accurate and detailed information on the individual concerned will be used to arrive at the best solution for all concerned. It is important that parents ensure school has the most up to date contact details for them.
- We expect parents to support all the policies and strategies that the school uses to keep a positive working atmosphere.
- We hope that parents will ensure that their child(ren) go to school daily, on time, providing school with a note to cover any absence. Not booking of holidays during term time; recognizing the incurrance of a fine for term time holidays.
- We expect that parents will ensure that full school uniform is worn and that the correct equipment including a pen, pencil, ruler, rubber is brought in daily.
- To accept that if a mobile device is found to be in use in the school buildings it will be confiscated and retained. This also applies for inappropriate clothing, jewellery. These items will be placed in the student hub to be picked up by a parent/guardian.
- Inform the academy of any issues, including medical needs or allergies that might affect the wellbeing, work, achievement, behaviour or attendance of their child(ren).
- Treat staff and pupils with courtesy and respect at all times.
- Support the school by monitoring my child's use and access to social networking sites.

4.5 Students

- Arrive in school every day and be punctual for the start of the day/lessons.
- Bring the correct equipment including a pen, pencil, ruler, rubber.
- Work to the best of your ability.
- Wear full academy uniform and take pride in your appearance.
- Tell the truth about any incident and be helpful when teachers ask for support.
- Show consideration for all members of the school community and respect for their property, including litter.
- Do not use any mobile devices or device which can access the internet once on school site.
- Do not use any form of social networking to abuse or cause distress to others within the academy or community.
- Refrain at all times from bringing the academy into disrepute.

4. Praise and Rewards

As we aim to promote good behaviour rather than just prevent or punish poor behaviour, extensive use will be made of praise. We have whole school strategies for ensuring that good behaviour and achievement is promoted. This is through year group/mini school assemblies, the meet and greet policy, a rolling programme of classroom observations and drop-ins by Senior Leaders and Middle Managers. Routine good behaviour should not be taken for granted, but regularly recognised and commended.

For example individuals and groups should be praised for:

- Good work
- Considerate or thoughtful behaviour
- Good effort
- A positive approach
- Overcoming difficulties
- Showing resilience
- Being determined to succeed.
- Having excellent attendance/improving attendance
- Going above and beyond – attending lunch time and extra curricular clubs

Recognition by staff within lessons takes place in several forms, including:

- First to lesson reward
- Name on the recognition board
- Post-It note on the desk
- Star of the lesson award
- Praise postcard home
- Phone call/text message home
- Verbal praise and written comments in exercise books
- Work being displayed
- Asking senior staff to see and commend the student
- Being rewarded with £5/£10 voucher
- A 'Feel Good Friday' phone call home

The main rewards system that runs across the school is our positive points system.

- Students will be issued positive points in lessons and around school for displaying a variety of positive behaviours.
- Students' points will be totalled up throughout the year.
- Any incidents of poor behaviour will lead to negative points being deducted.
- At the end of the year students may be offered a place on a trip depending on the points they have gained.
- There will be four tiers of trips. P, G, S and B.
- Every time staff input positive points an email will be sent to the student's parent/guardian.
- Parents/guardians can check their child's points on www.mychildatschool.com

In addition to the immediate lesson rewards, students will also be recognised and rewarded during:

- Half termly / termly assemblies for showing excellent behaviour, attendance. Punctuality, effort and for being Ready, Respectful, Safe.
- Mini school assemblies for their contribution to their mini school.
- Colours assemblies, for their excellent contribution / work within departments.
- End of year Rewards Evening.

Praise is a potent force for promoting good behaviour: over-use is not a problem – under use is. The form tutor should be informed about students' good behaviour, and in turn should keep the Pastoral Manager/SLT informed. Positive behaviour can be recorded in the Planner or on Bromcom.

6. Expectations of Students

The context of expected behaviour is based around all students being Ready – Respectful – Safe and all students must be made aware of what is expected of them in school.

At all times and in all places during the school day students should:

- a) Be polite and show care and consideration for others
- b) Listen and respond positively to directions or requests made by teaching and support staff
- c) Respect and care for the physical environment, including the school building, its equipment and resources, and the property of other individuals;
- d) Demonstrate self-control and self-discipline.

Before School Students should make sure that they bring to school everything that will be needed for the day - the correct books, pens, P.E. kit etc.

In Class Students should follow the procedures set out below.

Start of lessons Students should:

- a) Arrive on time - apologise and explain if late;
- b) Enter the room sensibly and go straight to workplace;
- c) Remove and put away any outdoor wear;
- d) Get out all necessary equipment ready for work;
- e) Remain quiet while the teacher checks for absentees.
- f) Remain focussed on siled starter.

During lessons Students must:

- a) Be silent when the teacher talks to the whole class;
- b) Never annoy or distract classmates;
- c) Raise a hand to attract the teachers' attention, when questions or problems arise;
- d) Remember that eating, chewing or drinking anything but water are not allowed,
- e) Electronic devices, mobile phones or any sort of games must be turned off and put away.
- f) Confiscation is appropriate if this rule is broken;
- g) Remain seated according to the seating plan unless required to move by the teacher;
- h) Leave the class only when given permission and a note by the teacher
- i) Record all homework and coursework set in the student planner, and ensure it is completed and handed in on time.

Close of lessons Students should:

- a) Pack away only when the teacher says so;
- b) Leave the room in an orderly fashion when given permission by the teacher, after all chairs or stools have been put away tidily, so that the room is in good order for the next class.

After school

Students should take home all that will be necessary for completing home-learning. Although not in the direct care of the school, students are reminded through their PSHE lessons, assemblies and tutor time about their role in the wider community outside of school hours.

Around the school

Students must keep to the following rules which constantly reinforce Ready, Respectful, Safe:

- a) When moving about the academy walk sensibly and quietly on the left - avoid causing congestion - never run or shout;
- b) Always do as instructed by teaching or support staff;
- c) Only play safe games at break or lunch-time, and never hurt, threaten or embarrass others - treat people with respect;
- d) Put litter in a bin. Any food or drink bought from the canteen must be consumed in the hall
- e) Smoking on school premises is strictly forbidden;
- f) Do not congregate outside the entrances to the school at break or lunch-time - students should be on the school premises for lunch;
- g) Wear the correct school uniform (to, from and within the academy) with a bag large enough to carry planner, books and equipment.
- h) Remove hoods and hats when inside the school building.

Behaviour off site

When students are not on the premises and not under the lawful control or charge of a member of the school staff, for instance when clearing students from the site at the end of the day, the staff retain the authority to impose sanctions, as stated in the Education and Inspections Act 2006.

Furthermore, the academy will make staff, students and parents aware of the fact that the law empowers Headteachers, to such extent as is reasonable, to impose sanctions for the poor behaviour of students when they are off the school site (which is particularly pertinent to cyberbullying).

The behaviour of students outside the physical site can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher in accordance with the academy's published behaviour policy.*

*Section 89(5) of the Education and Inspections Act 2006. Non-statutory advice on maintained schools' powers to discipline outside of the school are set out in Behaviour and Discipline in Schools – A Guide for Headteachers and School Staff (2012)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

7. Failure to Meet Expectations

Most students behave well most of the time, but they must be aware that if they do misbehave, it will not be ignored. Staff will always take appropriate action. This action will vary according to the seriousness of the misbehaviour (see appendices for tariffs).

7.1 BFL in the classroom

- First misbehaviour.....Verbal warning C1
- Second misbehaviour.....Verbal warning C2
- Third misbehaviour.....Action including C3 detention and/or restorative conversation (45mins)
- Fourth misbehaviour.....Incident, (including a C3 detention followed up at end of lesson) or if misbehaviour continues with good neighbour.... Incident

Use a 'good neighbour' when possible to avert C3 or Incident if you sense things escalating, or use it when an Incident is reached

Response to incident:

- Consequence recorded in student or staff planner
- Student is spoken to at the classroom by SLT on radio patrol
- SLT will attempt to restore learning when appropriate(attempt to resolve the issue and request they continue with their learning),
- Behaviour Support will remove the student
- When student is removed a 'good neighbour may be sought.

7.2 Isolation

- Students taken to isolation during a lesson will remain in isolation until the end of the same lesson unless Pastoral Manager/Progress Leader/SLT need to isolate for the rest of day for safety or exclusion reasons.
- Staff to get Incident referral completed on information system by end of day (4.00pm for the incident to be dealt with next morning)

7.3 Staff procedure for Incidents

- An Incident now means you have given a restorative conversation and a C3 also due to continued misbehaviour you are referring the incident to Director of Subject or Pastoral Manager for further action.
- For next day action the Incident should be referred on the information system by 4.00pm that afternoon.
- Administrative support will e-mail the Director of Subject with the list of the days' referrals.
- Action on Incidents
- Director of Subject will decide on which Incidents will be dealt with by the dept. This list will be passed on to the Pastoral Manager by 9.00am the next day after the referral.
- Pastoral Manager will then deal with the Incidents remaining after 9.00am. This enables the most serious Incidents to get the most serious sanctions (e.g.. Isolation, exclusion etc.)

7.4 Staff Responses to Misbehaviour

Students can expect the following types of response from staff for misbehaviour. For minor, day-to-day misbehaviour, a student may be:

- a) Given a consequence (C1, C2)
- b) Use restorative conversation or warned verbally;
- c) Moved to another seat;
- d) Given an appropriate task;
- e) Detained during a break-time;

For something more serious, or if misbehaviour continues, he or she may be:

- a) Given further consequences (C3 or Incident)
- b) Put on report by the Director of Subject or Pastoral Manager;
- c) Removed to another group for a period of time;
- d) Put on report to the Director of Subject;
- e) Have break or lunch-times supervised;
- f) Be isolated from some or all lessons for a period of time;
- g) Be referred to a senior member of staff.

If negative behaviour still continues even then, a student may be:

- a) Put on report, with parents' involvement by Pastoral Manager and/or Progress Leader.
- b) Become the subject of a detailed subject-by-subject enquiry held by the Pastoral Manager, Progress Leader or Senior staff.
- c) The subject of an interview in school between senior staff and the students' parents.
- d) Referred to another professional or external agency (e.g. an educational psychologist or individual Behaviour Course with City of Birmingham School) to try to discover the cause of the problem, with an outcome deemed appropriate for that child.

7.5 Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. The general power 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.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs and drugs paraphernalia
- 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
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

7.6 Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

The Headteacher and authorised school staff may also use such forces as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

7.7 Fixed Term or Permanent Exclusion

When other attempts have failed, or if any incident of misbehaviour is extremely serious the Headteacher may impose fixed-term or permanent exclusion. Any such action will be in accordance with statutory regulations and local authority guidelines, ensuring that the rights of the student concerned and his or her parents are safeguarded.

(See Improving behaviour and attendance: guidance on exclusion from schools and student referral units (2008) <http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/>)

If an incident has taken place outside of the school's jurisdiction, the Headteacher may decide that it is in the interests of the individual and the school community for the student to be educated off site for a certain period, subject to review at regular intervals.

(The Headteacher has also delegated all the above measures to the Deputy Head (Pastoral), Assistant Head (Pastoral) and Progress Leaders)

7.8 Internal Isolation Room

A copy of the Room Rules is displayed in the Isolation Room and links to the information given to parents in the letter informing them of the internal isolation.

It is essential that staff are aware that the internal isolation system follows the school policy for external exclusions, and can only be referred through the Headteacher or SLT or Mini School.

Those supervising the room will not, therefore, be receiving students unless their behaviour has been reported and processed through the normal channels.

When a student has been placed in internal isolation, an e-mail from the mini school secretary will appear as soon as possible in the morning. Procedure for the Exclusion Room is such that supervisory teachers must register the students in the log book. Students are expected to attend in full uniform and properly equipped for work. Room Rules are clarified with the students and they must work in silence, but may seek help by raising a hand. As with an external exclusion, work should be set by departments, but a bank of appropriate work is also available in the room. Students are not allowed to leave the room unless escorted by Behaviour Support.

Packed lunches will be provided by parents/carers or the canteen. It is important that they are allowed to use the toilets (usually supervised by Behaviour Support). Mobile phones, etc. must be turned off and put away for the entire day. The Internal Isolation Day ends at 3.15 pm. and inappropriate behaviour during the day will be followed up.

7.9 Internal Exclusion Room

For a more serious incident, students will be booked in the Internal Exclusion room. This sanction sits between Isolation Room and a fixed term exclusion from school. The sanction is designed to reduce the number of one day fixed term exclusions from school, where a student will miss a day of learning. All students will be provided with relevant work linked to the subjects they are studying. This, therefore, minimises lost work time.

7.10 Detentions

Detentions are set by teaching staff, using the school information and recording system. Staff should also issue a stamp to the student to go into their planner.

Detentions are for a duration of 45 minutes and students may be kept for 60 minutes if behaviour does not meet expected standards in the detention hall.

Parents and guardians will also receive a text message 24 hours before the detention is to take place.

Detentions take place on Wednesday and Friday, beginning at 3.15pm. A 45 minute detention will end at 4.00pm. Detentions will be supervised by school staff on a rota basis.

On Wednesday the detentions held are RJ (Restorative Justice) detentions. Staff who have set the detention will attend to have a restorative conversation with the student.

Friday detentions are leadership detentions and are held for gross disobedience, use of a mobile phone in school and failure to bring correct PE kit (3 times or more).

Missing a Detention

- If a student is absent on the day of their detention they will do the detention on the first Wednesday or Friday back to school. They will not necessarily be reminded by staff. It is their responsibility to remember.
- If a student does not turn up for detention they will either have a 1 hour detention or be in isolation the next day (at Pastoral Manager discretion).
- Students who continue to miss detentions could ultimately have time in INEX and a fixed term exclusion from school and a meeting will be arranged with parents.

7.11 'Good neighbour' policy

For more serious failure to meet expectations in lessons, a 'Good neighbour' could be used as well as a possible detention following it, but this should not be done lightly. The student concerned is then sent to work with another class in the department, either for a fixed time or the rest of the session. He or she must be given appropriate work to do in that lesson. All departments could have a contingency rota for all periods so that staff know where a student should be sent. Small departments find it beneficial to work together on a faculty basis. The 'good neighbour' system is only manageable when staff use it with restraint.

In emergencies, Senior Leadership may be called out to lessons, but this should not be a routine course of action as it does not constitute a sustainable behaviour management strategy for staff. When it is necessary, contact with the nearest office should be made to seek SLT help.

Where a department's efforts to ensure appropriate behaviour from a student are unsuccessful, the Director of Subject or a member of staff nominated by her or him should raise the issue with the Pastoral Manager who will then advise and if necessary direct the strategy. This will be done pro-actively by a Pastoral Manager anyway if any student gives cause for concern across a range of subjects or staff. The Pastoral Manager may involve the SLT (usually Deputy or Assistant Head, Pastoral) in discussions about the students' progress, and in the application of appropriate strategies and sanctions.

7.12 Lateness to School

There is an expectation that students will arrive on time for school each day. Staff MUST register students at the earliest convenience, in the first lesson.

- a. Students arriving to school after 8.55 am will be issued with a coloured card; they will then attend a break time detention. Failure to attend the break detention will result in a lunchtime detention with the Head teacher.
- b. Students arriving to lesson before 9:00am should receive a present mark.

8. Bullying

Of all the types of misbehaviour possible, bullying is the one most feared by many students and therefore merits separate mention. All members of the academy - students, teaching and support staff - will be encouraged never to accept or ignore any form of bullying which they have noticed. Always to speak out and see that proper action is taken. It is the duty of all staff to listen and to act whenever an alleged case of bullying is brought to their notice. Always refer these incidents on the school information system by using the appropriate descriptor to enable the statutory monitoring of these incidents by the Deputy Head (Pastoral).

Bullying can take various forms. It can be any of the following or a combination:

- physical
- verbal
- homophobic
- racial
- cyber

Our aim is to prevent bullying through promoting a caring atmosphere across the academy. Bullying is more likely to occur in schools where staff adopt authoritarian styles. Staff must therefore avoid giving the unspoken message that their authority comes from power. It comes instead from legitimacy, which brings responsibility and the duty of care.

Where bullying occurs, our aims are:

- to support the victim, and to restore his or her self-esteem and confidence;
- to deal with the perpetrator(s) in a non-bullying way, unravelling the issue so that he or she is less likely to bully again;

In all reported cases the form tutor(s) and Pastoral Manager must be involved from the beginning of the process, and normally parents would be involved too. The Pastoral Deputy and Assistant Head may also be involved.

Strategies we will employ to lessen the likelihood of bullying include:

- Raise awareness of bullying through the curriculum, tutorial time and assemblies;
- Regularly encourage the idea that the right thing to do is to tell – that this is not “grassing” or “snitching” – to ignore is to condone;
- Patrol key areas of the grounds and buildings through the duty system;
- Promote student self-esteem;
- Encourage staff to provide role models of caring behaviour.

Detailed guidance on how alleged instances of bullying should be handled can be found in our ‘Anti Bullying Policy’

9. Racist Incidents

Should always be treated seriously. All members of the school - students, teaching and support staff - will be encouraged:

- Never to accept or ignore any form of racist behaviour which they have noticed;
- Always to speak out and see that proper action is taken;
- It is the duty of all staff to listen and to act whenever an alleged case of racist behaviour is brought to their notice.
- Always refer these incidents on the school information system to enable the statutory monitoring of these incidents by the Deputy Head (Pastoral).

For detailed guidance see ‘Race equality Policy’

10. Monitoring and Evaluation

Our policy should be continually monitored and reviewed, and revised as necessary.

Monitoring will be led by the Deputy and Assistant Head (Pastoral) and supported by the Pastoral Managers and Directors of Subject in the following ways:

- Pastoral Deputy to provide SLT with regular data on departmental events;
- SLT will link with their designated Directors of Subject to analyse the events within the department
- Directors of Subject will support their subject teachers where appropriate
- Pastoral Deputy and Assistant Head Teacher will meet with the safeguarding and inclusion team weekly to analyse data
- Pastoral Deputy and Assistant Head Teacher will meet every term with individual Pastoral Managers to analyse data and ensure consistency of approach.

There are some relatively objective indicators which can be used, including:

- Number of vivos, postcards, C3s and Incidents;
- Number of unauthorised absences from school;
- Amount of internal truancy;
- Number and nature of incidents reported to Form Tutors, Director of Subject/Senior Staff
- Number of suspensions or exclusions;
- Analysis of incidents of different ethnic backgrounds and gender;
- Proportion of students in appropriate dress;
- Clearly more subjective and as important, is the professional view of staff, and the feelings of students.
- Are things running smoothly?
- Is the school a happy and settled place?
- Is movement about the school easy?
- Do any students or staff feel threatened or ill-at-ease?

These sort of questions should be discussed as a matter of routine - by students (in 'schools Council', 'Mini School focus Groups' etc. as well as staff - and where there is obvious cause for concern, appropriate action must be taken.

Links to other policies:

- Home School Agreement
- Drugs Policy
- Health & Safety Policy
- Anti-bullying Policy
- E-Safety Policy
- Race Equality Policy
- This policy should be read in conjunction with the academy's *Dignity at Work Policy*

Appendix 1: Restorative Approaches Policy

Great Barr Academy advocates a whole school focus to Restorative Approaches, including the use of Restorative language, Peer Mediation/Mentors and Restorative Conversations. The emphasis of all restorative approaches is active participation in a positive and meaningful way, therefore encouraging students to take responsibility for their actions. This leads to:

- A happier and safer school experience
- Mutually respectful relationships
- More effective teaching and learning
- Reduced exclusions
- Raised attendance
- Development of emotional literacy
- Addresses bullying
- Raised morale by culture of inclusion and belonging

2. Aims of Restorative Approaches

- An understanding of how a community works to bring about positive relationships
- An understanding of our responsibilities to the communities that we are part of to confront unacceptable behaviour
- Praise acceptable behaviour
- Model restorative approaches
- Develop self-regulating communities
- An understanding of the skills needed to communicate with each other and a commitment to developing these
- Shared language
- Emotional literacy

3. Types of Restorative Approaches

- Communication skills - Listening skills/Questioning skills/Answering skills
- Shared language
- Peer mentoring, mediation, facilitation, peer panels, support partners
- Whole school/department
- Classroom agreements or “norms”
- Restorative conversations/statements
- Restorative Justice Conversations and Conferences

4. Restorative Conversations

Restorative Conversations seek to achieve agreement and reparation through dialogue between those involved in an incident where harm has occurred. Those involved are encouraged to take part in a conference, although attendance is voluntary. Restorative Conferences have a structured format and certain phrases and styles of language are used to help the student reflect on how his/her actions have impacted on others and how amends can be made. The aim is to facilitate communication and dialogue which restores and promotes reconciliation.

It can be used as a support tool in all aspects of the consequence system with clear agreements being made. Examples of incidents: Bullying, verbal abuse, theft, criminal damage, assault, inter student conflict, teacher—student conflict.

It can also be used following an exclusion to resolve the issue and ensure that there is no recurrence of the incident which led to exclusion.

5 Full Restorative Conference

The trained facilitator is consulted if it is felt that a conference could be beneficial in resolving conflict. Relevant information is gathered and the facilitator decides if a conference is appropriate. If so, the format of the conference is explained and a date is then arranged: participants are seen by the facilitator who will also see parents/carers if necessary. At the conference each person in turn is asked how he or she feels about the incident and who has been affected.

Important features of restorative conferencing:

- The facilitator remains neutral
- Admittance should be made that harm has been caused.
- The “wrongdoer” is given a chance to put things right.
- Emphasis is placed on restorations and reparations.
- Some form of reparation made.
- It is seen as a positive experience.
- An agreement is drawn up, all present sign it and are given a copy.

A short meeting can be used in less formal situations—usually two students and the facilitator. The above principles apply.

- It is briefer than a full conference.
- The incident is discussed and questions asked following the format of the full conference.

6. Restorative Language

The language of restorative conferencing can be used in many situations in and around the academy with a student whose actions have impacted adversely on another. It can challenge the student to be aware of the effects of his or her actions on others and provide an opportunity to put things rights.

Key restorative questions are:

1. What happened?
2. What were you thinking?
3. How did this make people feel?
4. Who else has been affected?
5. What should we do to put things rights?
6. How can we do things differently in the future?

APPENDIX 2: Behaviour Tariffs

The list below is not exhaustive. Continuing poor behaviour may increase the severity of the sanction.

Please note these sanctions are given as guidance only and all sanctions are at the discretion of the Headteacher.

Concern	Sanction
Plagiarism/Cheating (Work re-submitted)	Year Group
Persistent Failure To Complete Coursework – following referral from Lead Professional	DoS then Mini School Referral
Mobile phone confiscated	1 st Confiscated & SLT detention 2 nd Confiscated and parents collect
Forging Note	1/2 day isolation
Infringement of ICT regulation	DoS – Up to 1 day isolation
Cigarettes/E-Cigarettes in School/School grounds.	1 day Isolation
Repeated incidents of swearing	1 day isolation
Poor Report/repeated failure to bring in report after verbal agreement	1 day Isolation
Theft/Shoplifting & Police Involvement	1 day isolation
Lunchtime- Inappropriate/Continuous Poor Behaviour Lunchtime Privileges withdrawn	1 week isolation for Lunch
Truancy 1 st Offence/Truancy 2 nd Offence	1 day Isolation 2 days INEX
*Misuse of mobile phone(inappropriate images taken)	1 day isolation up to PEx.
Continuous Breach of Uniform Policy – InEx. until solution if necessary/ Refusal to wear uniform	1 day Isolation up to FTE
Graffiti/Defacing School Property/Vandalism	1-3 day Isolation/INEX
Abuse of Social Media towards staff/student(s)	1-3 Isolation/INEX/FTE
Alcohol Misuse /Causing Public Nuisance And Damage To Property	2-3 days InEx
Use of Derogative, Prejudice or Homophobic, Racism Language	1-3 day Isolation
Dangerous Behaviour - Lunchtime and outside of school	2 – 5 day FTE
Inappropriate and Continuous Poor Behaviour In Internal exclusion	2 – 5 Day FTE
Inciting Violence	2 – 5 Day FTE
Inappropriate Physical Contact/ Physical Assault	2- 5 Day FTE
Sexually Inappropriate Behaviour Towards Others	1 day isolation up to FTE
Intimidating/Threatening Behaviour Towards Another Student	2 – 5 Day FTE
Rudeness Towards Staff/Verbal abuse towards Staff/Threatening Behaviour towards Staff/Students	2 – 5 Day FTE
Defiance towards Staff & Disruptive Behaviour/Continuous Defiance /Persistent Refusal	2-10 day FTE
Bullying/Harassment towards both Student and Staff	2 – 10 Day FTE
Intimidating /Threatening Behaviour involving Physical Assault Staff	5 - 10 Day FTE up to PEx
Inappropriate or Anti-Social Behaviour outside school/in the community	1 day INEX to FTE
Persistent Disruption to Teaching and Learning	1 Isolation up to PEx
Physical Aggression/fight in a classroom	5 day Exclusion up to PEx
Physical Aggression/fight in the community	5-10 day FTE

APPENDIX 3: Behaviour Guidelines

Please note that the following does not constitute an exhaustive / prescriptive list and the school reserves the right to vary the sanction under certain circumstances of severity and having regard to statutory guidance.

Incident	Who should deal with it?	Level of sanction/response?	Who should it be referred to?
No homework	Subject teacher	Record on Homework Data drop.	DoS/Lead Practitioner
Talking in lesson	Subject teacher	Consequence System	
Persistent talking in lesson	Subject teacher	Consequence System	Dos – Mini School
Challenging a member of staff/Confrontational behaviour	Subject teacher to refer to Pastoral Manager (Bromcom)	Remove from lesson. Friendly Neighbour Policy – On Call	Mini School
Inappropriate attitude towards a member of staff	Subject teacher to refer to Pastoral Manager (Bromcom)	Friendly Neighbour Policy – On Call	Mini School
Inappropriate behaviour towards other students	Subject teacher to refer to Pastoral Manager (Bromcom)	Friendly Neighbour Policy – On Call	Mini School
Uniform / Make-up	All staff	Extreme breaches of uniform policy including unnatural hair colour/piercings will result in student sent home to rectify the issue or placed in internal exclusion until the problem is addressed. Detention escalating to Isolation. Pupil sent home and parent meeting if persistent.	Form Tutor/ Mini School
Jewellery	All staff	Confiscation to mini school office.	Pastoral Manager
Mobile phones	All staff	1 st time: Confiscation and placed in mini school office. 2 nd time: Parent must collect phone from Pastoral Manager	Pastoral Manager
Theft	Pastoral Manager	1 – 3 days InEx	Pastoral Manager
Bullying	Pastoral Manager	Contact with parents. Escalating sanction 1 day Isolation up to FTE	Pastoral Manager
Poor standard of class work	Subject teacher	Parent contact – Departmental Sanction	Dos/TLR holder
No PE kit	Subject teacher	3 x results in Detention	Dos/TLR Holder
Forgetting equipment for lessons	Subject teacher	Parent contact – Departmental Sanction	Dos/TLR Holder
Poor standard of homework	Subject teacher	Parent contact – Departmental Sanction	Lead Practitioner
Missed detentions	Pastoral Manager	1 – 3 days Isolation/InEx	Pastoral Manager

Late to lessons	Subject teacher	Lateness logged on Bromcom register. Parents informed, other sanctions applied upon severity.	Mini School
Late to school	Attendance Officer Lates Procedure	Breaktime detention/ Lunchtime detention on same day.	Logged by attendance office ; Mini School
Vandalism	Pastoral Manager	Action that may include internal exclusion. Parents to pay costs and possible police involvement.	Pastoral Manager
Physical abuse towards others	Pastoral Manager	Appropriate sanction that may include InEx. Meeting with parents and possible police involvement. 1 – 3 days InEx or up to FTE/PEX.	Pastoral Manager
Plagiarism of coursework	Dos/TLR Holder	Alert slip and letter to parents. Work redone in isolation (1 day) or through department.	Progress Leader/DoS/TLR Holder
Breach of examination rules	Examination Officer Dos/Progress Leader	Letter home or meeting with parents.	Progress Leader
Swearing	DoS/Pastoral Manager	Appropriate sanction dependent upon severity.	Pastoral Manager
Additional guidelines	Comments		
Start and end of lessons	Start of Lesson Procedure Prompt orderly exit from Classroom		
Accompanying students down to the hall	Special assemblies – Classroom teacher to escort pupils to respective Hall and ensure pupils arrive. Staff to position themselves around the hall in order to support calm, orderly atmosphere.		

Key: FTE – Fixed Term Exclusion
PEX – Permanent Exclusion
In Ex – Internal Exclusion

The Five Pillars of Practice

Our agreed consistencies

- 1) Calm, Consistent Adult Behaviour
- 2) Ready Respectful Safe threaded through our conversations with pupils.
- 3) Meet and Greet and Start of Lesson Procedure.
- 4) Relentless Routines – Statutory Duties, RJ Detentions, Uniform and Conduct around school.

First attention for best conduct

Immediate praise.

Start of lesson 'thank you' for courteous behaviour.

Praise for making a quick start.

Star student.

Consistent approach to recognition boards.

Sanctions – get pupils back in class quickly if asked to stand outside.

Use of good neighbour when appropriate.

Relentless routines

Recognition on white boards.

Consistent signage re positive behaviour.

Reward 'above and beyond'.

Start and end of lesson:

Meet and greet.

Engaging starter.

Equipment & planner on desk.

End of lesson:

Pack equipment away.

Dismiss calmly row by row.

Movement around school.

Walk on left, follow one-way system.

Safe Movement around site.

No hats/hoods, phones, Headphones.

Restorative follow up

Reflection on behaviour.

Behaviour reflection sheet to form conversation.

Time out after C2 to reflect and then conversation.

Plenary – pupils to write about behaviour & feelings.

Reflect on relentless routines/reminders.

Focus on the positive.

Praise pupils for modelling good behaviour.

Come in not following RRS – allow to re-start, i.e. go out and come back in with a fresh start.

Calm conversations

De-escalate situations 'thank you for making right decision'.

1-1 conversations bespoke to that pupil and the behaviour.

PIP (Praise in Public) and RIP (Reprimand in Private)

Ready Respectful Safe

Rewards and Sanctions

Rewards

Praise Postcards Home
 Vivos – Electronic/Reward card
 Phone Call/Text Message Home
 Post it note on desk
 First to lesson reward
 Star of the lesson
 Recognition boards (whiteboard) and screens

Sanctions

Keeping pupil back 10 mins (Lesson 3 and 5 or break and lunch)
 Phone call home
 Different work to others
 Behaviour reflection sheet (Restorative Justice)
 BFL Consequence system
 RJ Detention - Referral

Scripted Conversations

Conversations

What happened?
 Who has been affected?
 What should we do to put things right?
 How can we do things differently in the future?
 Be that as it may

I've noticed

That's not showing me our rule on...
 This is the 3rd time I've spoken to you ... You'll need to see me ...
 Do you remember yesterday when ... That's the behaviour I expected to see from you.
 Thank you for listening.

Assertiveness

I've noticed
 I need you to
 I need to see you
 I know you will
 Thank you for

Ready Respectful Safe