



Cabot
Learning
Federation

Behaviour Policy

Date Approved: March 2024
Approved By: Academy Council
Review Frequency: Biennial
Date of Next Review: 2026

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
July 2019	Whole document	Created	As part of the CLF & Broadoak Academy Behaviour policy
June 2020		Policy addendum reference COVID-19	Following guidance from DFE
December 2021	Whole document		Biennial review
February 2024	Whole document		Biennial review

Contents

History of most recent changes	2
Contents	2
1 Rationale	3
2 Expectations of Behaviour	4
3 How is the policy implemented?	5
4 Roles	6
Appendix 1 – extract from Behaviour & Discipline in Schools	7
Appendix 2 – Year 11 Behaviour Addendum	8
Appendix 3 – Behaviour Stages.....	9

1 Rationale

At Broadoak Academy, we seek excellence for and from our students. This policy seeks to encourage in all students a sense of responsibility to themselves, to the Academy community and to the outside world. It sets out our expectations for positive behaviour and the systems of rewards and consequences for ensuring that all are able to achieve these expectations. The purpose of the policy is to develop an environment with calm, consistent, caring adults who ensure that students are certain about expectations and consequences.

1.1 Aims

- To develop a focused, purposeful learning environment in which all members of the community are working positively to ensure students achieve excellence
- To provide clear expectations of student behaviour for staff, students and parents/carers
- To inform staff, students and parents/carers of processes for managing student behaviour; to ensure these are applied fairly and consistently across the whole Academy to meet the needs of individual students
- To ensure that all members of the Academy community feel safe and valued
- To ensure that the Academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with SEN, are met

1.2 Scope of the policy

This policy applies to all students during the Academy day. However, students are also expected to act in accordance with the policy when they are:

- Taking part in any Academy-organised or Academy-related activity (outside of normal hours)
- Travelling to or from Academy
- Wearing Academy uniform
- In some other way identifiable as a student of Broadoak Academy

The scope of the policy extends to unacceptable behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the Academy

If behaviour is criminal, or poses a threat to a member of the public, the police will be informed. When the last 3 conditions apply, the Principal will consult with Parents/Carers, other agencies, e.g. the police and the Chair of Academy Council as appropriate.

2 Expectations for Behaviour – Time, Courage, Choice

At Broadoak there are 4 clear expectations for students. They are:

Students are expected to...	This means students should...
Work hard and allow others to learn	<ul style="list-style-type: none"> • Arrive to lessons on time • Remain on task • Focus on their learning • Persevere when work is challenging
Follow staff instructions	<ul style="list-style-type: none"> • Listen to instructions, without interruption • Do as you are told, without arguing
Speak to everyone politely and with respect	<ul style="list-style-type: none"> • Speak calmly and with an appropriate tone of voice, without shouting • Not use swear words or words that might offend (e.g. racist or homophobic words) • Behave in a manner that does not cause concern or upset to others
Respect the Academy and its environment	<ul style="list-style-type: none"> • Follow the rules of the Academy* • Be a positive ambassador for the Academy community • Look after the Academy resources • Keep the Academy calm, safe and tidy

2.1 Academy Rules:

- Students are only allowed to eat in the designated dining areas or outside
- Ball games are allowed on the basketball court and field, no ball games in the quads or along the back of the quads
- No smoking or vaping is permitted on the Academy site or in Academy uniform on the way to or from Academy
- All drug (including tobacco/smoking related items), alcohol, dangerous items and related paraphernalia are banned from the Academy site
- Students are expected to adhere to the Academy Uniform Policy
- Mobile devices should not be used in accordance with the Mobile Phone Protocol
- Chewing gum is not allowed in the Academy
- Fizzy and energy drinks are not allowed in the Academy

2.2 Certain behaviours are so serious that they are considered 'significant incidents'. These include (but are not exclusive to):

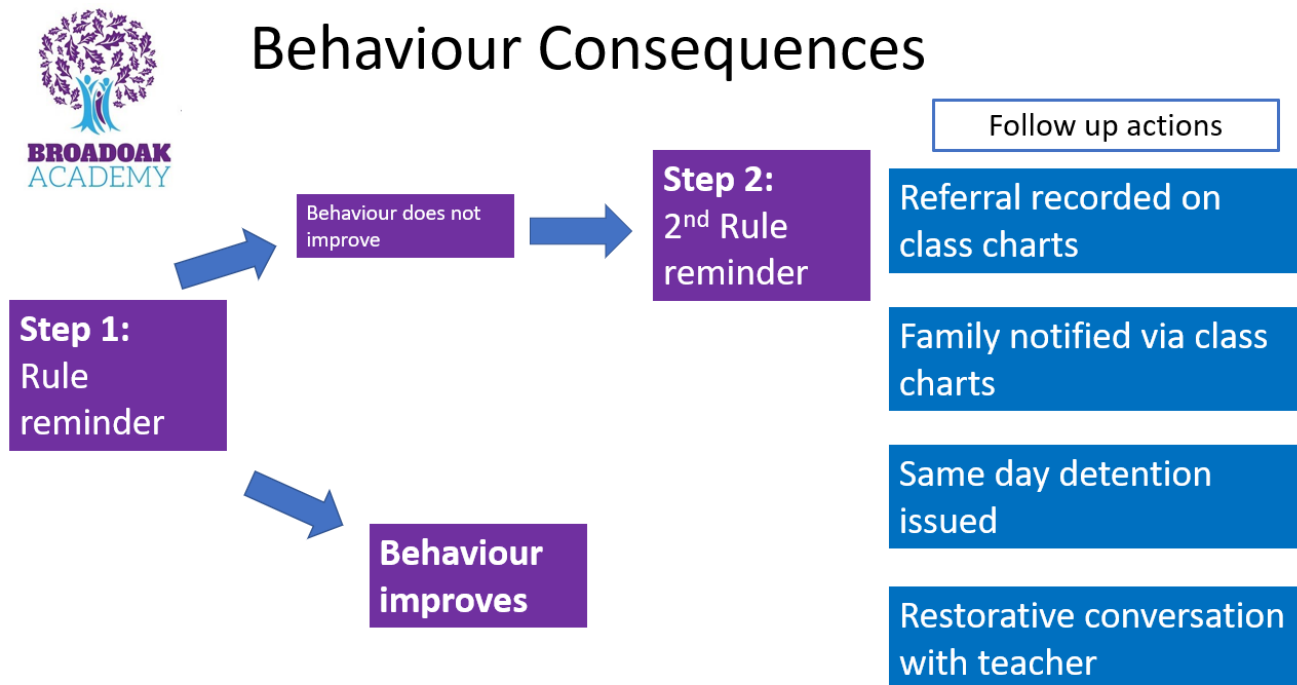
- Using racist, homophobic or derogatory language at or about an individual or group
- Swearing at, or in response to a member of staff
- Smoking/vaping on Academy grounds
- Assault, or threatened assault, of a member of staff
- Assault on a student/significant or repeated bullying
- Failure to follow a reasonable request, e.g. failure to hand over confiscated items or go to the Workspace *(see Appendix 1 for further information re. confiscation of items)*
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- Dangerous behaviour that could cause harm to others e.g. fighting, throwing food or water

This is not an exhaustive list and other behaviours may be classed as 'significant' which are not stated here

3 How is the policy implemented?

3.1 Consequences



3.2 Praise and positive feedback

When students make the right choices about their behaviour, this is acknowledged and celebrated:

- Positive feedback and praise in the lesson
- House Points given via class charts
- Weekly tutor time celebration/feedback
- Postcards and house certificates home
- Phone calls/texts/positive contact home
- Emails to tutor/Head of House
- Termly celebration assemblies and House Championship
- Awards Evenings

3.3 Consequences for not meeting expectations

- If a student does not meet one of the expectations, a rule reminder is given by a member of staff. This gives a child the opportunity to make the right choices about their behaviour
- If a student required a second rule reminder in the same lesson, the student is referred to the Workspace
- Students spend time in the Workspace to reset and reflect, then refocus and return to their next timetabled lesson when they are able to manage their behaviour. They have an automatic detention up to 50 minute after school **on the same day**
- Class charts notifies parents/carers that their child is in the Workspace and will be in detention up to 3.50pm* most detentions will finish by 3.30pm
- Behaviours that are described as 'significant incidents' will result in an automatic referral to the Workspace

- Where appropriate, e.g. a student has specific SEND needs, then adaptations will be made to ensure that the student can complete their time in the Workspace or in detention successfully
- Whilst in the Workspace, a student may escalate and need to spend more than the remainder of the lesson in the space. They may also be sent to the room more than once across a day.
- In some circumstances, students are not able to return to lessons during the day – in this case, students will be supported by a member of staff to reset in the workspace.

*If it is not possible for the student to complete the detention that night e.g. to collect a younger sibling, then the detention will be arranged for another date (usually the next day)

4 Roles

4.1 Role of tutors

- To speak to students and monitor weekly data to identify when a referral to the Workspace has been made
- To put students on tutor report where referrals are high or repeated
- To share weekly information with tutees so that students know their house and behaviour points totals and can track their own progress
- To use weekly information to share successes with the tutor group, Heads of House and parents/carers

4.2 Role of Heads of House

- Use Class charts to review behaviour and achievement of house groups every day
- To monitor weekly information and ensure tutors are sharing this with their tutor groups and that house points for attendance/punctuality are issued
- To put students on HOH report where referrals are not reducing over time, or behaviour is significant as part of a graduated response.
- To use Class charts information and workspace referrals to plan interventions where concerns are evident.

Examples include

- Student Focus Plan meeting with parents/carers
- Pastoral Support Plan meeting with parents/carers
- Referrals to internal support staff e.g., counsellor, intervention
- Referrals to external agencies e.g. Barnados, YISP, VRU
- To use termly information to celebrate successes in end of term 'celebration assemblies'

4.3 Role of SENCO

- Ensure appropriate advice and strategies are given to staff so that students on the SEND register are able to meet expectations successfully
- Monitor behaviour of SEND students and implement additional support, using external services, when appropriate
- Work proactively with Heads of House/Faculty to support students and staff

4.4 Role of Heads of Faculty

- Use Class charts daily to review house points and rule reminders Workspace referrals issued across the faculty and to use this information to support staff where there are concerns noted
- Ensure that house points are issued regularly to build a positive culture of praise within classrooms

4.5 Role of SLT

- Monitor implementation of policy and work with Heads of House/Faculty where concerns or issues are noted
- To use termly suspension (internal and external) data to track behaviour across the Academy and plan appropriate interventions

- Build appropriate partnerships, so that appropriate range of strategies and support are available for students and families when behaviour is a concern

When implementing the policy, staff at Broadoak Academy will also be mindful of the following Academy policies and national guidance:

- Exclusions Policy
- Drugs Policy
- SEND Policy
- Equalities Policy
- *Searching, Screening and Confiscation: Advice for headteachers, school staff and governing bodies*, DfE, January 2018
- *Behaviour and Discipline in Schools: Advice for headteachers and school staff*, DfE, January 2016
- *Exclusion from maintained schools, academies and pupil referral units in England*, DfE, July 2017
- *Use of reasonable force in schools*, DfE, July 2013

Appendix One – extract from *Behaviour & Discipline in Schools, advice for Headteachers and school staff, 2016*

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

1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for “prohibited items” including:

- knives and weapons
- alcohol,
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes and puff bars
- 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.

The legislation sets out what must be done with prohibited items found as a result of a search.

32. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Year 11 Behaviour Addendum – November 2023

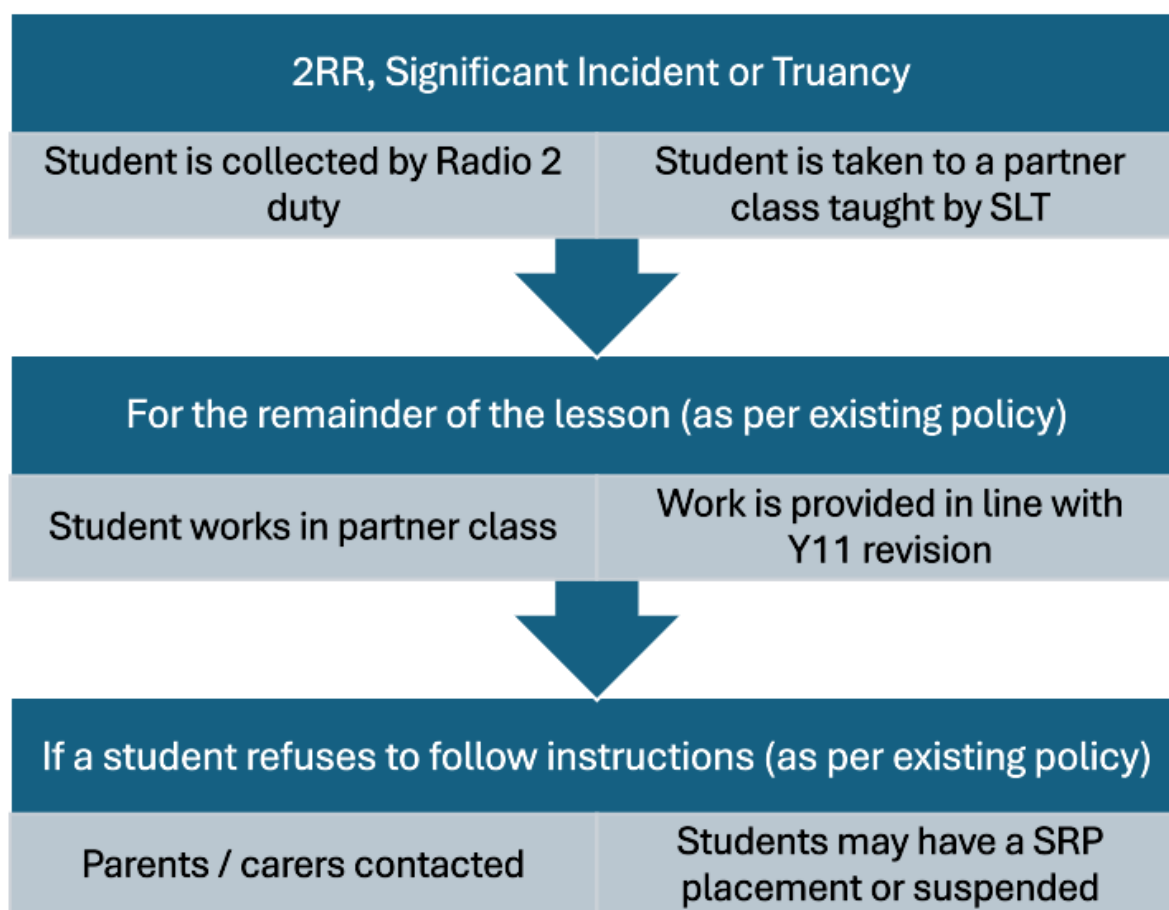
students in Year 11 follow the same rules as all other students attending Broadoak

Students in Year 11 follow the same behaviour and consequences pathway in the classroom, with 1 rule reminder for breaching one of the four school rules and then a second rule reminder leading to a referral out of the classroom

This guidance refers to a change from 20th November 2023 where Year 11 students are removed from a classroom they will no longer access the Branch or Workspace.

The only change for Y11 is the onsite location where children are taken to once they are removed from the classroom.

Instead they will follow the pathway below:



Behaviour Stages

No concern

Students will receive praise through various forms including verbal, contact with home, achievement points and other rewards.

Stage 1

To be given for a serious incident and/or when a student is referred to the Branch on more than 1 occasion in a 4 week period. Students are placed on a Tutor Report Card which is monitored by their tutor/key worker on a daily basis and shared with home.

Stage 2

Head of House monitoring for a serious incident and/or when a student accrues multiple referrals to the Branch whilst already being on a Tutor Report Card / Stage 1 and failing to improve their behaviour. Students are placed on a Head of House Report Card and this is monitored daily and shared with home. A student Focus Plan (SFP) is completed with the student and family to understand the causes of the behaviour / barriers to successful learning.

Stage 3

Senior Leadership Team monitoring given for a serious incident and/or continues to accrue multiple referrals to the branch / behaviour points and has failed to improve their behaviour whilst being on Stage 2. A Pastoral Support Plan (PSP) is completed with the student and family to set clear targets for improvement and explore any additional support/referrals that might be required. Students are placed on a SLT Report Card and monitored on a daily basis.

Stage 4

A meeting with a member of the Senior Leadership Team is held (for either a very serious incident, including the repeat of previous poor behaviour and/or a student has failed to improve their behaviour whilst being on stage 3. Following the hearing the student will report to the Principal/Vice Principal on a regular basis. Various interventions/support strategies will be employed to support students at all stages to improve their behaviour, these will be deployed on a case-by-case basis and bespoke to the needs of the student.

Please note that the stages and points outlined above at each stage are for guidance only as specific decisions will be made on a case-by-case basis and planned for the needs of the student.