

## BEHAVIOUR FOR LEARNING AND RELATIONSHIPS POLICY

### A Rationale of Behaviour for Learning Philosophies and Processes within Braunton Academy 2019

“Good standards of teaching, clear expectations of students and effective inter-personal relationships create an infrastructure for good behaviour at Braunton Academy: In order to gain the respect of the students and maintain positive working relationships, staff are expected to be respectful, good humoured, fair, consistent and hard working. In doing this, they provide students with role models for successful behaviour. The school ensures respect is a two way affair and, in giving respect, it is expected that adults will receive respect from students.”

**Braunton’s Behaviour for Learning and Relationships policy includes a clearly defined behaviour management system** which has the support of parents/carers, students and staff. **It is widely publicised through our Home/School Agreement on school noticeboards, and on the Academy website with regular reminders during Registration, Tutor and Assembly sessions.** Sanctions and rewards are applied in a consistent way and supported by regular staff training. There is a supportive culture within the school which allows staff to raise concerns with senior management without fear of being stigmatised.

Managing behaviour forms a key part of the Academy’s In-service teacher training and support programmes. It is recognised that good behaviour is promoted by:

- thoughtful planning of lessons, appropriate lesson content and a developed interest level; use of a variety of teaching techniques
- opportunities for enjoyment
- "hands-on" activities and curriculum differentiation which promote a sense of achievement for both students and staff

**Discipline is not just the responsibility of the Academy** - parents/carers also play a key role, both in promoting good behaviour and in being held to account for their children’s misbehaviour. **Relationships with parents/carers are strong.**

**Alternative arrangements** are made when poor behaviour is linked with **additional learning needs.** In such cases, the SENCO will ensure that appropriate assessment and early intervention leads to an effective plan being developed, alongside the resources required for its implementation.

Braunton Academy operates a 'ladder' of sanctions for challenging behaviour, it is effectively addressed through a multi-faceted approach, incorporating positive engagement with parents/carers and assistance from external agencies as appropriate. Decisions about disciplinary penalties are always made on the basis of fair and transparent principles, unhindered by 'political' interference, beginning with:

1. All staff have received training in using a 'common language' and students have been informed of this language through assemblies and tutor-time. The 'two warnings' system allows all stakeholders complete transparency and gives consistency across the school.
2. If a student has been given two warnings using our 'common language' and they persist in disrupting the lesson, they will be sent to another member of staff, using the 'Buddy system'.
3. Three removals in one week will usually result in a senior staff detention held in the Drama hall 3.05 – 4.05 pm on a Friday. More than three removals will usually result in a day spent in 'inclusion'.

All the above used alongside and in conjunction with:

4. Liaison with parents/carers
5. Disruptive Student Intervention programme (DSI)
6. External Fixed Term Exclusion (FTE)
7. Supported Schooling (SS)
8. Petroc placement , if appropriate and possible
9. 'Managed Move' to another local secondary school
10. Permanent Exclusion.

At the same time, strategies for promoting positive behaviour are firmly in place and established (e.g. letters/postcards sent home, the Merit Award system, trips out of the Academy and Activity Days) and any sign of troublesome behaviour is identified at an early stage so that remedial action can be taken before any disruptive behaviour is allowed to escalate.

**In-House 'Agency' Provision** - The needs of students who show challenging behaviour must be balanced against the needs of the wider school community. In this regard, Braunton Academy has established a series of highly effective support units:

- **The Behaviour Specialist Mentor** to support and coach students who demonstrate limited ESI (Emotional and Social Intelligence) and Inclusion – when a student has been placed in Inclusion, the Behaviour Specialist Mentor will provide ESI development work through conversations and other appropriate strategies.
- **Student Mentors** offers a hugely successful programme of 'removing barriers to learning' for the students. The supportive work of the Mentors is extremely varied and demanding, engaging a high skill level from the staff in 'sign-posting' and providing emotional well-being and mental health support.

**It is important to note that a large number of exclusions have been avoided because the school's pastoral systems and policies are formed to recognise trigger**

**points and enable students at risk of being excluded to be identified early enough for intervention strategies to be put in place.**

It may be argued that **exclusions** are relatively ineffective in acting as a deterrent, punishment, or means of rehabilitation and, indeed, this may be the case for a small minority of students; however, it must also be recognised that **exclusions are highly effective for the vast majority of students, parent/carers and teachers in terms of making our school feel safer for both staff and children, and in supporting the belief that it is both unfair and unsafe to allow the repeated disruptive behaviour of a minority to interfere with the learning, happiness and well-being of the majority.**

For this reason, the sanction of exclusion remains an option in the school when all other attempts to bring about the necessary improvement to a child's behaviour have failed. The school recognises that it is important for those who are excluded/isolated, for whatever reason, to have suitable places where they can continue their education, receive the support they need and then make a successful return (reintegration) to normal schooling.

We fully recognise that **improvements in attainment, attendance and behaviour are inter-related**, so students who are placed in any of our provisions are given alternative access to a high quality education and the opportunity to address the issues underlying their behaviour, whilst we safeguard the rights of other students to complete their education without disruption.

“Behaviour is linked to motivation, achievement and hence to standards”  
(Lund 1996)

## **Academy Values and Beliefs**

### **Values**

- Respect for everyone and everything
- Community spirit
- Honesty
- Integrity
- Equality and Fairness
- Trust

### **Beliefs**

- We believe that everyone has a right to enjoy learning in a safe and secure environment.
- We believe that with rights come responsibilities.
- We believe that all students can achieve and be successful
- We believe in independent lifelong-learning

### **Principles**

All members of the school community, both students and staff have the right to:

- Work and learn in an environment that is calm and orderly, free from disruption
- Feel safe
- Have their voice heard and their concerns listened to
- Be treated with fairness and respect

The Behaviour for Learning and Relationships Policy is underpinned by a Behaviour for Learning Code – **the 5Bs** which provides a clear framework to shape Braunton Academy's learning behaviours, ensuring that students stand the best chance of getting the success they deserve.

The Behaviour for Learning Code is accompanied by clear sets of responsibilities and procedures for staff, parents/carers, governors and students

## **Behaviour for Learning Code - The 5Bs**

- 1. Be Respectful**
- 2. Be On Time**
- 3. Be Smart**
- 4. Be Organised**
- 5. Be Co-operative**

### **Be Respectful - Respect yourself, others and the environment**

- Speak positively about others
- Use polite language to each other
- Avoid physical confrontation
- Avoid threatening language and behaviour
- Harassment of any type must be reported
- Report any bullying to staff, peer mentors or parents/carers
- Respect each other's property, each other and yourself
- Respect the **environment**
  - Put your litter in the bin
  - Report any damage, graffiti or vandalism
  - Move around the site sensibly
  - Follow the one way systems
  - Follow the **site code**

### **Canteen Code**

- Queue in an orderly manner, no more than two abreast
- You must be seated to eat and drink
- All food bought must be eaten within the canteen or outside eating area
- Keep bags and jackets on the back of chairs or tucked under tables
- On leaving ensure that you have left the table clean
- Respect the Mealtime Assistants and canteen staff as you would any other member of staff.

### **Be On Time - for registration and lessons, and aim for 100% attendance,**

- Be on time for registration and lessons
- If you are late, sign in and bring a note in your planner
- If you are ill, ask your parents/carers to telephone or email the school, and bring a note in your planner on your return
- Avoid holidays in term time

### **Be Smart - Follow the Uniform code and take pride in your appearance**

- Wear the correct uniform as stipulated in the planner
- Wear the correct footwear
- Make up must be discreet

- One stud in each ear is the only permitted jewellery
- Hair should not be worn in an extreme style which may distract from a purposeful learning environment. The Principal reserves the right to have the final say on all such matters.
- Bring a note from your parents/carers if there is a good reason that you have to be out of uniform for a short period and have to borrow uniform from the school

**Be Organised - Make sure you have the right equipment, and kit you need, and stick to deadlines**

- Have your books and equipment ready for every lessons
- Complete and hand in extended learning tasks on time
- Always have your planner, recording extended learning tasks as appropriate
- Bring your PE kit for PE lessons
- Carry your equipment in suitable bags

**Be Co-operative** – Follow instructions, actively listen and focus on your learning. Listen when your teacher is talking

- Sit where you are asked to sit by the teacher
- Follow all instructions
- Respect test conditions
- Participate actively in learning to the best of your ability
- Ensure you are not disrupting the learning of others
- Share equipment when necessary

# Responsibilities and Procedures

## Morning Registration

### Students will:

- Arrive in good time for registration
- Be wearing their school uniform correctly - coats, scarves and jackets removed
- Stand behind their seats until asked to sit by their tutor
- Be prepared for tutor activities/learning ensuring they have their books, equipment and planner

### Tutors will:

- Meet and greet students
- Ask students to sit down after meeting and greeting
- Ensure that tutor activities are made available as agreed
- Take the register electronically, or where there are network issues, ensure a paper register is taken and returned to the Attendance Officer before the start of period 1
- Monitor punctuality and apply sanctions as appropriate
- Give out messages, checking the tutor folder on a daily basis
- Monitor uniform and check that it is being worn appropriately at all times
- Check students on report – applying sanctions as appropriate or referring to HOY
- Liaise with the Attendance Officer or Head of Year in following up on absence and lateness

## Lessons

It is the prime responsibility of all staff to ensure that an effective learning environment is created and maintained. This applies to all teaching and learning environments, including Learning Support and all sports facilities. **The key to excellent B4L is appropriate differentiation so that all students are actively engaged and suitably challenged academically**

### Heads of Department will:

- Support class teachers to plan and deliver a stimulating curriculum that is appropriately differentiated
- Support the class teacher in applying appropriate sanctions where misbehaviour in lessons continues
- Implement, monitor, evaluate and review the Behaviour for Learning policy to contribute to the achievement of an excellent climate for learning.
- Evaluate, analyse and review data relevant to students' progress within the department.

### Teachers will:

- Ensure that they are fully prepared and on time for lessons
- Meet and greet learners outside the classroom.
- Ask students to sit down after meeting and greeting.
- Plan and provide challenging, differentiated, interesting and relevant lessons to minimise poor behaviour and maximise learner effectiveness
- Treat all learners fairly and with dignity
- Use positive praise and rewards to raise self-esteem and encourage positive behaviours for learning
- Consistently implement the Academy's uniform regulations
- Use the agreed 'common language' to deliver first and second warnings.

- Take a register at the start of lessons and deal effectively with any students arriving late in line with whole academy protocols.
- Display and make lesson objectives explicit and use this to assess learner progress during and at the end of the lesson
- Use sanctions - following the steps outlined in the Behaviour for Learning policy, clearly and consistently
- Take appropriate and relevant action before referring elsewhere
- Create a safe and stimulating working and learning environment, setting high expectations for behaviour and learning
- Use positive and inclusive language, providing opportunities for students to discuss aspects of their learning
- Provide a range of opportunities to develop students personal learning and thinking skills
- Ensure work is differentiated so that all students can engage in the lessons and be suitably challenged
- Set extended learning tasks in line with Department and Academy policy
- Diagnostically mark learners work regularly and set meaningful targets in line with the School's Marking and Assessment policy

### **SLT/Heads of Year will:**

Provide cover on an 'emergency call' rota. If a member of staff requires support for an EMERGENCY situation, the following should happen:

- a) Email Student Reception to send a student to Student Reception.
- b) The Attendance Officer will radio the 'on call' member of staff (SLT/HoY)
- c) On-call will attend the room, remove student(s) to Inclusion for the day
- d) On-call will contact home.
- e) A discussion between on-call and SLT will take place regarding further sanctions.
- f) RJH/GB will provide new rota for each half-term

### **Examples of Emergencies:**

- **Fighting in class**
- **Complete refusal to leave classroom after two warnings**
- **Other serious disruption to the lesson, which the teacher is unable to contain/manage alone**

Appendix A – **Behaviour Incident Form**

Appendix B – **Charlie Taylor's checklist for staff**

Appendix C– **INTERVENTION STRATEGY FOR STUDENTS PRESENTING  
AS PERSISTENTLY DISRUPTIVE**

### **Out of the Classroom**

It is the responsibility of all adults to ensure that the Academy's Behaviour for Learning and Relationships Policy is consistently applied. This responsibility applies before and after school, between lessons and during break and lunchtime

Students must ensure that they positively represent the school at all times in the wider community.

The agreed protocols for following up incidents and imposing sanctions should be followed.

## **Break and Lunch Times**

### **Staff on duty will:**

- Arrive at timetabled duties on time and provide an active presence
- Remain on duty for the entire time of their duty
- Help move students to lessons at the end of the break
- Report incidents or concerns to Student Reception using Behaviour Incident forms.

### **Students will:**

- Move promptly to lessons when the warning bell rings
- Remain in their allocated areas
- Only use classroom bases where agreed
- In wet weather use allocated areas

## **Before and After School**

For reasons of personal safety, it is very important that all students adhere to the following:

- Be careful crossing roads. Follow the Highway Code and use pedestrian crossings and lights where possible
- Go straight home at the end of the day unless participating in extended school activities or clubs
- Leave the school site promptly at the end of the day. If waiting to meet friends/siblings, this should be in the top playground for Barton Road exits and in the areas outside the Maths/English blocks for other exits to prevent crowding outside the school exits.
- If waiting for buses wait in the appropriate waiting bay behind the white lines where present
- Cyclists should be dismounted within the school, ensure that bikes are locked, and exercise caution when leaving
- Skateboards and scooters are not allowed in school.

## **Consistent Intervention Protocol**

Everyone benefits when our expectations are clearly and consistently enforced.

### **Item in school that they should not have**

- Verbal warning if appropriate
- Staff confiscate item, students/parents/carers can collect them at the end of the day/week from Reception
- Where the confiscation is challenged staff should deal with the situation professionally.  
To avoid escalation of confrontation, staff may refer the incident to the Head of Year who may lengthen the confiscation and apply other sanctions as appropriate.
- Second time - Item is confiscated and parents/carers are called by HOY or Tutor

### **If a student arrives who is not in uniform**

- Student sent to House Office to borrow uniform **OR**



- HOY asks Student Reception to contact parents/carers so that the student can be sent home to put their uniform right before returning immediately if appropriate/possible
- A temporary uniform pass may be issued by HOY if the explanatory letter from parents/carers merits extenuating circumstances

### **Late for Registration**

- Late recorded on SIMS, verbal warning given
- Lunch detention given for each late after the first warning, in a one week period
- Referred to HOY
- Home contact by Attendance Officer [letter/phone/email]
- Persistent lateness will be addressed by HoY/EWO/Attendance Officer/AHSSG (Assistant Headteacher Student Support and Guidance).

### **Late for Lessons**

- Late recorded on SIMS, verbal warning given
- Department detention given
- Referred to HOD
- Offenders across subjects picked up by Attendance Officer/Head of Year
- Truancy referred to Attendance Officer, who will issue sanctions as outlined in the Attendance Policy , liaise with Heads of Department and contact home.

### **Class Charts System**

We use a system called Class Charts which is based online to log all Behaviour incidents (positive and negative), create seating plans, add homework and issues any detentions. This system enables students to personally monitor many aspects of their life at the Academy, visually seeing the progress and being able to interact with this online through an App. Parents can also download an App, which allows them to track behaviours and homework.

Every student and parent is provided with their own user account.

Senior Leaders and Middle Leaders will use data reports generated from Class Charts to track behaviour allowing for targeted interventions and relevant recognition for positive behaviours.

**Not Equipped for Lessons**

- Verbal warning
- Second verbal warning
- Department detention
- Standard letter sent home for persistent problems
- HOD contact parents/carers

**Extended Learning not Completed**

- Subject teacher investigates and responds with appropriate sanctions.
- Refer to Head of Department
- Tutors monitor when across departments – from intervention data
- Refer to Head of Year

**Out of Bounds at Break/Lunch**

- Refer to House Office/Heads of Year
- Appropriate Inclusion and attendance report

**Smoking**

- Refer to Head of Year
- One day Inclusion/SS as appropriate and parents/carers/carers informed if caught smoking or with smokers

## Consequences/Sanctions

Where students choose not to follow the agreed codes and expectations, sanctions will be administered. Staff should always use their professional judgement in applying sanctions using their skill to ensure that incidents are dealt with calmly and professionally.

To support consistency across the school, in lessons, sanctions should be applied as agreed, using common language

- Staff reminders about appropriate behaviour
- First warning 'This is your first warning'
- Second warning 'this is your second warning'
- Continued disruption – student asked to leave to another room, using the 'Buddy System'

The Head of Department will decide on the appropriate departmental sanction considering the circumstances. Repeat offenders should involve liaising with the Heads of Year about appropriate intervention strategies.

Refusal to be removed from the classroom will result in a Senior Member of staff being called using the Emergency on-call system.

This will involve the student being placed in Inclusion for the rest of that day, and may result in involving the SS/FTE process.

When applying a sanction, staff will focus on the behaviour and not the individual. Staff will also give a clear reason why the sanction has been given. If a detention has been given, staff will make students aware that they have been given a detention. There should be no need for confrontation. **Behaviour which hinders or prevents other students from learning will not be tolerated.**

It is essential that students are allowed to start each lesson with a "clean slate." This will restore the working relationship between each student and place the emphasis back onto rewarding positive behaviour. Any negative behaviour from the previous lesson should have been dealt with at that time and should not be allowed to affect the next lesson. However this does not mean that any strategy put in place to improve behaviour can be ignored. For example, if a student has been placed on report due to their behaviour, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as is required.

Behaviour Incident form **(See Appendix A)**

A restorative meeting may be appropriate and can be requested by either the staff member or student.

## Detentions

Departmental Detentions are administered by departmental staff. Departments may administer lunch or after school detentions. They will be scheduled by departments.

### The purpose of detention is to:

- allow students to catch up with missed work where appropriate
- give students time to reflect on the consequence of their actions
- act as a deterrent as a consequence to not following the schools behaviour for learning code

### Lunch detentions

- can be given on the day of a misdemeanour
- should be recorded on SIMS
- must last no longer than twenty minutes
- parents may not be informed for one off infringements
- parents/carers will be informed for repeat offences or where the sanction is a number of lunch detentions

### Pastoral lunch detention

- administered by Heads of Year
- can be used by tutors for lateness and other tutor issues
- can be used by break duty staff for infringements at break where appropriate
- cannot be used for departmental infringements

### After school detentions

- can be given on the same day [subject to safeguarding issues] or with notice
- should last no longer than forty-five minutes
- may be given where a student has missed a lunchtime detention
- parents/carers must be informed by a phone call, detention slip or letter.
- students must be given appropriate work or be given an opportunity to work
- must be recorded on SIMS

### Senior Staff detention

- administered by Senior Leadership Team
- should last for one hour (or two on rare occasions)
- can be requested by Heads of Department/Year for not attending departmental or pastoral detentions
- parents/carers must be informed by letter/email

Students missing detentions should be moved onto the next detention level.

Students missing Senior Staff detention will incur Inclusion or a two hour SLT detention the following week.

## Exclusions

All teaching staff play a role in staffing inclusion over the course of a half-term, with everyone being included in a rota for one session.

SLT will staff Inclusion usually more than once per half-term.

Mentors, will, when staffing Inclusion, use the opportunity to work with students in Inclusion where possible/appropriate.

### **Inclusion**

- Given by SLT/HOY
- Involves working in Inclusion or, if appropriate, due to ALN, in The Study, under supervision for the whole day or part thereof. For KS4 students, attendance in some key lessons may be permitted.
- Parents/carers informed via email (JN)
- Students will work on Maths/English/Science
- Students may work on other subjects if appropriate, especially at KS4
- If a whole day Inclusion, this includes morning break and lunch
- KS4 attendance in key lessons may be allowed
- must be recorded on SIMS
- escorts needed to and from the canteen, lunchtime detention and lessons (if attending).
- work must be set by departments for lessons missed
- paperwork from HOY to AM to JN
- email to all staff informing them from the Behaviour Specialist T.A.

### **Supported Schooling**

- given by SLT (in liaison with HOY)
- involves supervised isolation from 9.30 am to 12.30 pm
- Student off site before and after these times, at home under parental responsibility
- must be recorded on SIMS
- parents/carers informed by phone call by SLT, with a letter also sent (JN)
- work must be set by departments for lessons missed, with core subjects taking responsibility.
- work for other lessons missed will be done at home
- there must be a discussion with parents/carers, either on the phone or at a reintegration meeting
- paperwork from HOY/SLT to JN
- email to all staff informing them from JN

### **Fixed Term Exclusion (External)**

- given by SLT in discussion with HOY
- exclusion paperwork – form completed by RJH/MC to FJ to process
- same day phone call to parent by HOY/SLT
- students are off site supervised by parents/carers
- must be recorded on SIMS
- include a reintegration meeting with parents/carers/carers before readmission
- work must be set by departments for lessons missed.
- incidents involving staff must have a restorative session before readmission into class, where appropriate
- follows the DFEE guidance on exclusions
- email to all staff informing them from FJ

## Rewards

### PLTS/B4L

- Rewards are linked to their effective use of personal learning and thinking skills, based on the PLTS model.
- Students will be working towards an accreditation towards becoming an independent learner and an active responsible citizen of the school.
- PLTS certificates are awarded every half term at achievement assemblies.
- PLTS trophies are awarded at the end of year assembly.
- B4L certificates are awarded after each set of MTAs and at the end of year assembly

### Attendance

- Excellent attendance is rewarded termly at assemblies. Trophies are awarded at the end of year assembly.
- The House with the best weekly attendance enjoys 'first into the canteen' privileges

### Departments

- Celebration evenings are held to celebrate the end of Key Stage 3 and Key Stage 4
- Achievement lunches are calendared and held regularly throughout the year, by year group.
- Departments issue postcards and letters on a regular basis.

**There will be a House Championship each year and students will have the opportunity to gain points for their House in the following ways:**

### House Points

- House Competitions – there will be a varied series of House competitions and events throughout the year from all areas of school life. This will ensure that everyone has the opportunity to represent their House in something that they enjoy. Students will gain a House Point for entering, and the following points will be awarded for **1<sup>st</sup> place (10), 2<sup>nd</sup> place (5), and 3<sup>rd</sup> place (3)**.
- Positive Behaviour - Heads of Year will award House Points in the form of tokens to students who demonstrate positive behaviour around the school. Students will drop these into the coloured House Boxes situated in Student Reception.

- Other staff will award House Points for positive behaviour using the ClassCharts system.
- Best attendance – the House that tops the attendance data each week will gain 10 points for their House.

These points will accumulate and be recorded on the House Championship display board in the Isaac Hall foyer.

There will be opportunities within each House for students to take on extra responsibility and apply to become House Captains, who will help organise the competitions and events.



The House Championship calendar will culminate with the Annual Sports Day and a House Championship Cup awarded to the House that has accrued the most points over the whole year at the final assembly.

## Appendix A: Braunton Academy - Behaviour Incident Form

Staff referring:					Date:			Time:		
Period:	Before school	Reg/ Assembly	P1	P2	Break	P3	P4	Lunch	P5	After School
Where:	Class	Corridor	Isaac Hall	PE	Playground	Tweedies'		Off Site	Other:	
Subject:				TA in class?	Yes	No	Cover Lesson?	Yes	No	

Student name/s: 1) 2) 3)	Year/Tutor Group:
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Behaviour/s causing concern: (please circle)  
**PLEASE USE THE REVERSE OF THIS FORM TO RECORD THE INCIDENT IN YOUR OWN WORDS. Thank you.**

Accident	Bully/victim of bullying	Damage to property	Dangerous behaviour
Defiance	Disruptive behaviour	Equipment	Mobile phone transgression
Inciting poor behaviour	Illicit substances	Insolence/ Rude	Refusal to work
Off-site	Persistent homework failure	Persistent lateness to lessons	Physical aggression to peer
Physical aggression to staff	Racist incident/ victim	Refusal to follow request	Sexist/ sexualized behaviour
Smoking	Repeatedly talking out of turn	Theft	Truancy
Uniform/ appearance	Verbal abuse to peer	Verbal abuse to staff	Other

Class teacher/Tutor: actions taken:			
After school detention	Breaktime detention	Discussed with student/ warned	Fixed period exclusion
Internal isolation	Internal Exclusion	SLT Detention	Lunchtime isolation
Lunchtime detention	On Report -Attendance	On Report – Behaviour	On Report- SLT
On Report – lunchtime	Parents/ Carers informed	Parent/ Carer meeting	Referred to BASS
Referred to HoD	Referred to HoY	Referred to SLT	Supportive Schooling

HoD seen <input type="checkbox"/>	Action taken:
<b>All Behaviour Incident Forms must be handed to the Head of Year</b>	

Status:	Resolved	Unresolved	Further intervention required
Further action taken (if necessary). Please state the action you have taken and any requests for further support:			
HoY seen <input type="checkbox"/>	Action taken:		
Signed Off and entered on SIMS by:			





## Appendix B: Getting the Simple Things Right – Charlie Taylor’s Behaviour Checklist

### Behaviour checklist for teachers

	What needs to be done
<p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>• Know the names and roles of any adults in class</li> <li>• Meet and greet students when they come into the classroom</li> <li>• Display rules in class, and ensure that students and staff know what they are</li> <li>• Have a system in place to follow through with all sanctions</li> <li>• Display the tariff of rewards in class</li> <li>• Have a visual timetable on the wall</li> <li>• Follow the school behaviour policy</li> </ul>	<p><b>KDG provides TA list</b></p> <p><b>RJH provides BfL code, 5Bs</b></p> <p><b>Departmental to Pastoral</b></p>
<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Know the names of students</li> <li>• Have a seating plan</li> <li>• Have a plan for students likely to misbehave</li> <li>• Understand students’ additional learning need</li> <li>• Understand strategies for disadvantaged students</li> </ul>	<p><b>Print photo class lists off SIMS</b></p> <p><b>Access IEP Student Profile + PP Student Profiles</b></p> <p><b>Access ALN IEP Student Profile + ALN Register</b></p>
<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Ensure that all resources are prepared in advance</li> <li>• Praise the behaviour you want to see more of.</li> <li>• Praise students doing the right thing more than criticising those who are doing the wrong thing (parallel praise)</li> <li>• Differentiate</li> <li>• Stay calm</li> <li>• Have clear routines for transitions and stopping the class</li> <li>• Teach students the class routines</li> </ul>	
<p><b>Parents/carers</b></p> <ul style="list-style-type: none"> <li>• Give feedback to parents/carers about their child’s behaviour – let them know about the good days as well as the bad ones.</li> </ul>	

## Appendix C: Year 11 Persistently Off-Task Behaviour Student Procedures

MC

RJH

MF

GB

KDG

The above listed students are reported as being persistently off-task in a number of GCSE classes. This behaviour is not to be accepted.

All on the list have been advised/reminded of the school's behaviour and learning expectations; should they fail to respond to requests for appropriate 'Engagement in Learning' in the classroom, **they must be removed and sent to Student Reception from where they will be directed to their respective Senior Leadership Team member.**

Please follow the usual procedures for disciplining these students, noting the particular arrangements for them in bold:

Students who continue to disrupt the learning and teaching process or fail to settle to their studies, should be led through the following stepped procedure:

- Remind them of the rules, quietly
- Point out what will happen if they continue to break the rules
- **If you feel that their behaviour continues to be unacceptable and they should not remain in your classroom, send them to Student Reception with a note in their Planner.**
- Send both a Behaviour Incident Form and the student's work asap to the member of SLT

The "consequences" for these students will be:

1.	Removal from one lesson in a week	- Lunchtime Isolation
2.	Removal from two lessons in a week	- Lunchtime Isolation and Parent/Carers contacted
3.	Repeated removal from lessons - 3 in a week	- 1 days isolation
4.	Continued repeated removal from lessons	- 1 day Supportive Schooling

cc Teaching staff  
Learning Supervisors  
HOY  
SLT

## **GUIDELINES FOR PHYSICAL RESTRAINT IN SCHOOL** **October 2018 (to be reviewed October 2020)**

The 2006 Education and Inspections Act permits the use of reasonable force to restrain a student in the event of extreme behaviour. This policy has been written with reference to the July 2013 "Use of Reasonable force" document which is a non-statutory guidance document published by the DFE.

Restraint occurs when a member of staff uses physical force intentionally to restrict a child's movement against his or her will.

Physical contact with students may occur under other circumstances such as providing physical prompts, giving support in PE and supplying reassurance. The term restraint does not extend to these situations. Staff should not be inhibited in providing such contact when it is professional and appropriate to do so. The school's restraint policy is developed in relation to the school's policy on managing behaviour.

Reasonable force may be used in the following circumstances:

- in self-defence where risk of injury is imminent;
- where there is a developing risk of injury or significant damage to property;
- where good order and discipline are compromised;
- when the activity occurs on the school premises or during an authorised activity off the premises.

### **Aims**

- At Braunton Academy, physical restraint will only be used in extreme circumstances.
  
- Any force used should always be the minimum necessary to achieve the desired result and to prevent a student from:
  - injuring themselves or others;
  - committing a criminal offence;
  - causing damage to property;

### **When may students be restrained?**

- Where possible staff should try to de-escalate the situation first. A physical intervention should only be used when other methods to manage the situation are inappropriate.
  
- Examples of situations which may require physical restraint are when a student is:
  - attacking a member of staff or another student

- fighting with another student
  - engaged in or is on the verge of committing deliberate damage or vandalism to property
  - causing or at risk of causing injury or damage by accident, rough play or by misuse of dangerous materials or objects
  - running in school in a way in which he/she might cause injury to themselves or others
  - absconds from a class or tries to leave the school
  - behaving in a way that is seriously disrupting a lesson
- In cases when the school is aware that a pupil is likely to behave in a way that may require physical restraint, plans will be made which address:
    - possible strategies for de-escalating the problem (exit card etc)
    - ways of managing the student e.g. strategies, holds to be used
    - informing parents about specific action to be adopted
    - briefing staff to ensure they are clear about strategies
    - ensuring additional support can be summoned if appropriate

### **Who may restrain pupils?**

- Physical Restraint may be carried out by all members of the school staff.

*However should any individual lack the confidence or the desire to take such action, a senior member of staff may be summoned.*

- These arrangements apply at all times the school has responsibility for students and extend to times when students are at after-school clubs or are off-site on educational trips. The policy does not apply to situations after children have been dismissed and left the school premises or have been collected by parents and are in their care.
- Everyone has the right to defend themselves against an attack provided they do not use a disproportionate amount of force to do so. In an emergency, e.g. if a student was at immediate risk of injury by someone else, any member of staff is able to intervene.

### **How may pupils be restrained?**

- A calm approach to a situation should be adopted:
  - Prior to intervention the adult should, if possible, summon assistance from colleagues (Senior Management) e.g. when dealing with more than one student, or if they believe that they may be at risk of injury.
  - If a member of staff does not feel confident to intervene they should continue to attempt to defuse the situation orally and to prevent the situation from escalating until help arrives.

- Staff should remove other students who may be at risk.
  - Attempts should be made to communicate with the student calmly throughout the incident.
  - It should be made clear that physical restraint will stop as soon as it ceases to be necessary.
- Physical intervention may take several forms:
    - Physically moving to get between students
    - Standing in the way of a student
    - Holding, pushing, pulling
    - Leading a pupil away by the hand or gentle pressure on the back  
(In more extreme cases more restrictive holds may be used)
  - No restraint may be used which may be considered to be indecent or which may be expected to cause injury to the child.
  - Force which could cause injury includes:
    - holding around the neck
    - any hold that might restrict breathing
    - kicking, slapping or punching
    - forcing limbs against joints
    - tripping
    - holding by the hair
    - holding the student face down on the ground
 Force like this should never be used. No force can ever be used as a punishment.

### **What to do after an incident of restraint**

- All incidents when restraint is used should be recorded as soon as possible (within 24 hours) and the Headteacher notified.
  - name(s) of student(s) involved
  - location of incident
  - the reason force was necessary
  - description of the incident
  - steps taken to diffuse the situation
  - degree of force used and for how long
  - student(s) response and outcome of the incident
  - details of any injury suffered by anyone and damage to property
  - statements from any witnesses should also be included
- Any staff injuries sustained will be recorded separately on an Accident Report Form in accordance with Health and Safety procedures.
- Students who have been restrained will be entitled to record their views when they have calmed down and will be given assistance to do so if necessary.

- Parents will always be informed of any incident with their child involving the use of physical restraint and will be given an opportunity to discuss the incident. (How and when parents are informed is the decision of the SLT/HOY.)
- Students or staff who are involved in a difficult incident will have access to support as required:
  - Debriefing
  - Restorative meeting
  - Discussion with Assistant Headteacher (Student Support and Guidance)
  - Time with a mentor
  - Childline

**October 2018**