



**LIFE ACADEMIES TRUST**

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# Behaviour Policy

<b>Document Detail</b>	
Approved	July 2024
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At Biggleswade Academy, we aim to create a safe, positive and healthy learning environment - somewhere pupils can be challenged to achieve their full potential. We are committed to supporting the education of our pupils to allow them to develop their skills and understanding, so they become confident 21<sup>st</sup> century citizens, ready to take their place within our community and the wider world.

The Academy takes pride in the high standard of behaviour of its pupils and there is a system of rewards for good work and sustained effort, with clear expectations about codes of conduct. We aim to celebrate and recognise the successes that our pupils' make and focus upon rewarding their achievements. There are times however, when we must address inappropriate behaviour. We use a range of consequences which are used if pupils behave in an inappropriate manner which may involve exclusions. Together with parents and carers, the Academy strives to create a positive and motivating environment which enables all children to learn and achieve their very best.

We can achieve this as follows:

**Parents/Carers and pupils can expect the Academy to:**

- Provide stimulating and challenging lessons
- Create a safe learning environment where it is easy for everyone to learn without distraction
- Provide the support to allow pupils to achieve their goals, including strategies to monitor and improve behaviour
- Reward positive behaviour, attainment and effort
- Show respect and understanding towards the individual needs of each pupil
- Encourage pupils to develop positive relationships, showing respect and consideration to others
- Encourage pupils to respect and appreciate our environment
- Be positive about pupils, families, staff and the Academy
- Encourage pupils, parents/carers and staff to understand e-safety and use ICT safely and responsibly, including mobile phones and the use of social networking sites

**The Academy expects pupils to:**

- Arrive on time and be ready to learn
- Always try their best
- Demonstrate our school virtues at all times
- Behave in a way that has a positive impact on their learning and the learning of others
- Listen carefully and follow instructions
- Request help when needed
- Help others when needed
- Speak politely and show respect to others at all times
- Take turns when listening, learning and playing
- Appreciate and respect the views of others
- Take pride in the Academy, respect its environment and equipment
- Behave safely and sensibly at all times
- Be active and responsible citizens
- Be proud of your Academy and the community
- Use ICT safely and responsibly, including the use of mobile phones and social networking sites

### **Parents and Carers can contribute to the success of their child's education by:**

- Ensuring you support the philosophy and vision of the Academy
- Supporting the Academy to achieve high levels of attainment and behaviour, reinforcing high expectations
- Encouraging your child to take an active part in all areas of Academy life
- Ensuring that your child is fully prepared for the Academy day, including correct uniform and equipment
- Working with staff and pupils to develop positive Home/Academy relationships
- Being positive about pupils and their families, staff and the Academy
- Supporting the learning of your child by ensuring that homework is completed to a good standard
- Listening to your child read regularly and making notes about this in their reading records
- Encouraging your child to understand e-safety and use ICT safely and responsibly, including mobile phones and social networking sites

### **We believe every child at the Academy has the right to:**

- Stay safe
- Be happy
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

### **How do we meet these needs?**

All Biggleswade Academy staff, both teaching and non-teaching, attempt to be consistent in their behaviour and their expectations of all pupils. In particular, they:

- Value all pupils as equal partners in the Academy
- Display patience and listen carefully to pupils
- Focus on and emphasise the positive, in terms of work, habits and behaviour
- Face and deal with the reality of difficult and emotional challenges which may occur in the life of pupils outside school and help pupils with compassion and support
- Make time for pupils without rushing
- Speak calmly and avoid shouting
- Communicate openly with parents and carers to build a common understanding and appreciation of the Academy virtues
- Have a good sense of humour!

## **Skills**

Throughout the Academy the development of the following skills are encouraged which contribute to reflective thinking about our virtues:

- Displaying helpful politeness and good manners to everyone at the Academy and to all visitors to the Academy
- Speaking calmly and politely to others
- Listening carefully and thinking about what others are saying
- Self-reflection
- Empathy and tolerance
- Being able to express feelings constructively, thereby learning to manage emotions and resolve conflicts through discussion
- Articulate thoughts clearly in order to enhance communication skills
- Walking quietly around the Academy buildings
- Developing positive attitudes to learning and play
- Accepting personal responsibility for actions
- Showing care and respect for the property of others

## **The School Pupil Forum**

Each class at Biggleswade Academy has an elected representative who regularly attends school Pupil Forum meetings. The meetings are an opportunity for the representatives to share thoughts and ideas of their class about the day-to-day running of the Academy. In addition, the Pupil Forum considers ways in which they can help and support the local community and the wider world.

## **The Start of the School day**

Staff are present on duty in the playground and classroom areas of the Academy at the start of the day, during morning and lunchtime breaks and at the end of the school day to reinforce core virtues of the Academy and offer praise to pupils who are demonstrating adherence to the Biggleswade Academy virtues.

## **EYFS**

Pupils are allowed into the school grounds when the gates open at 8.55am, where they will be welcomed by their class teacher. Staff are present throughout the day to support the children when in class, moving around the school or when learning outside. Key adults are assigned to groups of pupils.

## **KS1 & KS2**

Pupils are allowed into the school grounds when the gates open at 8.40am. At 8.45am, the school day officially starts and pupils are expected to commence learning tasks in their classrooms. In their classrooms, mobile devices are to be handed to the class teacher (Year 5 & 6 all year and Year 4 in the Summer term). This arrangement helps to ensure a prompt, calm and focused start to the day.

### **Mobile phones/ Electronic devices**

All mobile phones/electronic devices (this is any device that can record images, conversations or connect to the internet) are to be handed to the class teacher at the start of the day.

Parents/Carers are required to complete a form confirming they're in agreement with our terms and conditions of mobile phone/electronic device use and storage before sending their child in with a mobile phone/electronic device.

Pupils must:

- \* Ensure the mobile phone/electronic device is switched off on entering the school site and that it remains switched off until the pupil has exited the school site at the end of the day.
- \* Ensure that the mobile phone/electronic device is handed in to the class teacher at the start of the school day and then collected by them at the end of the school day.

Pupils are not permitted to take mobile phones or any electronic device on school trips/visits.

If any child is found to be in possession of a mobile phone/electronic device that has been brought in without permission, or which should have been handed in to the class teacher, it will be confiscated and only returned to the parent or carer of the child.

### **Racist Comments**

The Academy has a zero tolerance to racism. If a pupil uses a racist comment they will automatically be issued with a Red card and referred to their respective Progress Leader. In addition, the Progress Leader will contact parents/carers immediately to discuss our findings and the incident will be recorded on the school behaviour management system.

### **Support for children who have concerns**

Children are first encouraged to speak to a member of staff if an issue arises, usually their class teacher. If they have concerns during lunchtime, they report to the Midday supervisors. The Academy Youth Support Worker is available for pupils to speak to and pupils are able to discuss any issues or concerns that they have. All issues and concerns are followed up by staff and/or the Youth Support Worker.

## **Consistent Approach to Behaviour Management at Biggleswade Academy (Rewards)**

Every classroom will display the rewards procedures clearly for all pupils and staff to see.

Pupils will receive awards at level 1 for demonstrating a high level of effort, a high level of attainment, being helpful, good behaviour and for receiving a good academic report. Rewards include:

- Verbal praise
- Positive behaviour point awarded on Class Charts, for example: being on task, participation in reading, displaying the school virtues
- Work displayed
- Telephone call home
- Referral to the Progress Leader

Pupils will receive awards at level 2 for continued good behaviour and continued high level of effort and attainment. Rewards include:

- As level 1
- Positive Class Charts behaviour certificates (25-Crystal, 50-Pearl, 75-Jade, 100-Bronze, 150-Ruby, 200-Emerald, 250-Silver, 300-Sapphire, 400- Gold, 500- Diamond, 750- Platinum)
- Telephone call home
- Year group – weekly pupil certificates
- Year group – class certificates
- Referral to Progress Leader

Pupils will receive awards at level 3 for exceptional work which is above and beyond what is expected for that particular year group or individual, exceptional effort or behaviour, helping at an Academy event, supporting fellow pupils and by demonstrating a consistent and positive attitude to learning. Rewards include:

- As levels 1 and 2
- Purple card (equal to 5 Positive behaviour points)
- Positive behaviour certificates
- Referral to SLT

Pupils will receive awards at level 4 for sustained exceptional work, effort or support of others. Rewards include:

- As levels 1, 2 and 3
- Blue card (equal to 10 behaviour points)
- Positive behaviour certificates

Pupils will receive awards at level 5 for exceptional work, effort or support of others, far above and beyond our usual high standards of expectation across the whole term or academic year. Rewards include:

- BAT (*Believe, Achieve, Together*) Awards
- Pupil Forum member
- SLTea Party Invites
  
- Trustees' Endeavour Award (Year 6)
- Head Boy and Head Girl Award (Year 6)
- House/Sports Captain and Vice Captain (Year 6)

### **Consistent Approach to Behaviour Management at Biggleswade Academy (Consequences)**

Every classroom will display the Consequence procedures clearly for all pupils and staff to see.

A first rule reminder (Stage 1) will be issued to pupils if pupils behave in a way that is not demonstrating our school virtues. This reminder may include a verbal reminder of expectations, a non-verbal reminder to indicate expectations (using non-verbal gestures), moving seats or other behaviour strategies.

A second rule reminder (Stage 2) will be issued if pupils still continue to behave in a way that is not demonstrating our school virtues. The consequences of this may include but will not be limited to:

- The class teacher will record the behaviour as a Negative behaviour point on Class Charts. Negative behaviour points are issued for example: disrespect, being off task, being physical with others or not displaying the Academy virtues.
- The pupil will be issued a 'Time to reflect' card, providing them with the opportunity in class to reflect upon their behaviour and have a visual reminder of expectations.

A third rule reminder (Stage 3) will be issued if pupils continue to behave in a manner which gives cause for concern. The consequences of this may include but will not be limited to:

- The pupil will have a 10/20 minutes Reflection Time with the subject class teacher at break or lunchtime
- The pupil's parents/carers will be informed via a telephone call or face-to face conversation
- Negative behaviour points issued on Class Charts
- Restorative practice conversations

A repeat of Stage behaviour 3 or any racist/homophobic/sexist or any other discriminatory incidents, dangerous behaviour, physical assault, damage to Academy property, defiance towards staff, fighting, failure to attend a Stage 3 break/lunchtime Reflection Time, truancy/leaving class without permission will result in a Stage 4 behaviour concern. The consequences of this may include but will not be limited to:

- The issue of a red card. Pupil removed from the lesson/playground and is seen by their Progress Leader for a reflective conversation. Pupils are expected to stay in at break time or lunch time with their teacher to complete a reflection period, providing pupils with the opportunity to consider their behaviour and whether it is in line with the Academy virtues.
- Red card negative points issued on Class Charts by class teacher
- Parents/Carers called
- Progress Leader informed

In all cases where a red card has been issued the Progress Leader will monitor ongoing behaviour.

A repeat of Stage 4 behaviour and continued persistent behaviour listed in Stages 1, 2 and 3, theft, failure to attend a Stage 4 Red Card, will result in a Stage 5 behaviour concern (continuous poor behaviour). The consequences of this may include but will not be limited to:

- Immediate referral to the Progress Leader
- Pupil placed on 'Class Teacher Report'
- Negative behaviour points issued on Class Charts
- Parents/Carers informed via telephone call/in person and a formal meeting arranged
- Associate Principal informed

In all cases where continuous difficulties with behaviour occur the Associate Principal will monitor.

A repeat of Stage 5 behaviour and continued persistent behaviour listed in Stages 1, 2, 3 and 4, behaviour that compromises the safety of others, inappropriate language to a member of staff, verbal aggression to a member of staff, refusal to accept the authority of the Academy leadership team and bringing the Academy into disrepute will result in a Stage 6 behaviour concern (continuous poor behaviour). The consequences of this may include but will not be limited to:

- Immediate referral to an appropriate member of SLT
- Parents/Carers informed via telephone call/in person and formal meeting arranged
- Negative behaviour points issued on Class Charts
- Likely to lead to Internal Exclusion
- Pupil placed on 'Progress Leader Report'



In all cases where continuous difficulties with behaviour occur, a member of SLT will monitor.

A repeat of Stage 6 behaviour and continued persistent behaviour listed in Stages 1, 2, 3, 4 and 5, failure to comply with an Internal Exclusion, will result in a Stage 7 behaviour concern (extreme poor behaviour). The consequences of this may include but will not be limited to:

- Immediate referral to the Academy Principal
- Parents/Carers informed and formal meeting arranged
- Negative behaviour points issued on Class Charts
- Likely to lead to a Fixed Term External/ Permanent Exclusion
- Pupil placed on 'SLT Report'

A repeat of Stage 7 behaviour and continued persistent behaviour listed in Stages

1, 2, 3, 4, 5 and 6, possession of a weapon or items that may be used as weapons, possession or use of illegal substances, violence towards a member of staff, will result in a Stage 8 behaviour concern (continuous extreme poor behaviour). The consequences of this may include but will not be limited to:

- Immediate referral to the Academy Principal
- Likely to lead to a Permanent Exclusion
- Recording incident on Class Charts

### **Additional Consequences and Measures**

Students should never attempt to contact staff via social media or make comments about staff on social media/networking platforms. Any inappropriate comments to staff online, via any other platform will be taken very seriously and may involve the associated technology company and local authority. This is also the case for any online bullying towards other pupils or child-on-child abuse that is disclosed to the school during this time.

### **Searching and confiscation**

#### *Searching*

In line with the Department of Education Advice (January 2018) on 'Searching, screening and confiscation', school staff have the power to search a pupil for any item if the pupil agrees.

Further to this, the Principal and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers,

e-vapes, fireworks, pornographic images and any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury.

The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched, for example mobile phones, electronic devices or e-vapes.

### *Confiscation*





School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

### **Reasonable Adjustments**

At Biggleswade Academy, we recognise that because of a pupil's special or additional need they may have a tendency to behave in certain ways. It is also recognised that children may experience some form of 'ACE' (Adverse Childhood Experience) such as bereavement or family break-up which may alter their behaviour. This will be considered when thinking about how they present in school, the strategies we use to support them and what consequences are deemed appropriate. Individual pupil Behaviour Plans may outline additional information about how the school caters for their individual needs. The school will work in accordance with the SEND Code of Practice and make adjustments to enable pupils to access education and to find ways of supporting their behaviour.

## Ambition, Determination, Integrity & Respect

### Behaviour for learning – Rewards Procedures

Level	Success	Reward
1. 	<p><i>Verbal Praise and Positive Comments</i></p> <p><i>Pupils show a good level of attainment and effort, help others and behave in a safe, caring and positive manner.</i></p> <p><i>Pupils demonstrate the Academy Virtues of Ambition, Determination, Respect and Integrity.</i></p>	<ul style="list-style-type: none"> <li>● Verbal praise</li> <li>● Positive Class Chart point awarded</li> <li>● Work displayed</li> <li>● Telephone call home</li> <li>● Referral to Progress Leader</li> </ul>
2. 	<p><i>Positive Class Charts awards – thank you for your high level of attainment and effort, for your positive attitude both in lessons and around the Academy</i></p>	<ul style="list-style-type: none"> <li>● Positive Class Chart certificates</li> <li>● Telephone call home</li> <li>● Referral to Progress Leader</li> </ul>
3. 	<p><i>Purple Card Award – thank you for consistently demonstrating the Academy virtues; for showing exemplary behaviour and for regularly demonstrating a positive attitude both in your learning and in everyday life</i></p>	<ul style="list-style-type: none"> <li>● Purple card – worth 5 Positive Class Chart points</li> <li>● Positive Class Chart certificates</li> <li>● Referral to Associate/Vice Principal</li> </ul>
4. 	<p><i>Blue Card Award - thank you for your continued high level of effort, for producing work of a very high standard, for extraordinary achievement and behaviour across and beyond the Academy.</i></p>	<ul style="list-style-type: none"> <li>● Blue card – worth 10 Positive Class Chart points</li> <li>● Positive Class Chart certificates</li> <li>● Referral to Vice Principal/Principal</li> </ul>











## BAT Awards



Success	Reward
5. <i>Exceptional work, effort or support for others, far above and beyond our usual high standards of expectation across the whole term, or even academic year.</i>	<ul style="list-style-type: none"> <li>● BAT Award</li> <li>● Pupil Forum member</li> <li>● SLTea Party Invite</li> <li>● Trustees' Endeavour Award (Yr 6)</li> <li>● Head Boy and Girl Award (Yr 6)</li> <li>● House/Sports Captain and Vice Captain (Yr 6)</li> </ul>

# Ambition, Determination, Integrity & Respect

## Behaviour for Learning – Consequences

	Stage	Steps / Consequences	Responsibility
<p>1</p> 	<ul style="list-style-type: none"> <li>• Low Level Disturbance in class e.g.               <ul style="list-style-type: none"> <li>○ Making inappropriate noises</li> <li>○ Calling out</li> <li>○ Talking when should be listening</li> <li>○ Deliberately Late to lesson</li> <li>○ Rocking on chair</li> </ul> </li> </ul>	<p>1<sup>st</sup> Rule Reminder</p>	<p>Class Teacher</p>
<p>2</p> 	<ul style="list-style-type: none"> <li>• Continuation of low level disturbance plus:               <ul style="list-style-type: none"> <li>○ Inappropriate language to another pupil according to circumstance</li> <li>○ Repeated incidents on the playground</li> </ul> </li> </ul>	<p>2<sup>nd</sup> Rule Reminder and Negative Class Chart point</p> <p><b>And</b></p> <p>a 'Time to Reflect' card issued</p>	<p>Class Teacher</p>
<p>3</p> 	<ul style="list-style-type: none"> <li>• Continuation of Stage 2 behaviour</li> <li>• ICT misuse</li> </ul>	<p>3rd Rule Reminder with 10/20 minutes Reflection Time with class teacher (break or lunchtime)</p> <p>Negative recorded on Class Charts with comments about behaviour</p> <p>Initial ICT ban</p> <p>Parents/Carers informed via a telephone call/in-person</p>	<p>Class Teacher plus Progress Leader if appropriate.</p>
<p>4</p> 	<ul style="list-style-type: none"> <li>• Continuation of Stage 3 plus:</li> <li>• Defiance/Insolence/Inappropriate language towards a member of staff</li> <li>• Chewing gum</li> <li>• Misuse of school property</li> <li>• Any discriminatory incident</li> <li>• Leaving the class/playground without permission</li> <li>• Physical aggression</li> <li>• Possession of mobile device during school day</li> <li>• Failure to attend a Stage 3 break/lunchtime Reflection Time</li> </ul>	<p>Red card</p> <p>Phone call to parent/carer</p> <p>10/20 min reflection time for KS1/2 with teacher</p> <p>Progress Leader informed</p> <p>Recorded on Class Charts</p>	<p>Class Teacher plus Progress Leader if appropriate</p>
<p>5</p> 	<ul style="list-style-type: none"> <li>• Continuation of Stage 4 behaviour plus:</li> <li>• Ongoing concerns with behaviour</li> <li>• Failure to attend a Stage 4 Red card</li> <li>• Theft</li> <li>• Major damage to school property</li> </ul>	<p>1:1 Meeting with Parent/Carer</p> <p>Pupil on report to Class Teacher</p> <p>Associate Principal informed</p> <p>Recorded on Class Charts</p>	<p>Class teacher and/or Progress Leader</p>
<p>6</p> 	<ul style="list-style-type: none"> <li>• Continuation of Stage 5 behaviour plus:</li> <li>• Behaviour that compromises the safety of themselves or others</li> <li>• Inappropriate/Verbal aggression to member of staff</li> <li>• Bringing the Academy into disrepute</li> <li>• Refusal to follow instructions from the Leadership Team</li> </ul>	<p>Likely to lead to an Internal Exclusion</p> <p>Further meeting with parents/carers</p> <p>Pupil on report to their Progress Leader</p> <p>Recorded on Class Charts</p>	<p>SLT Decision</p> <p>Internal Exclusion organised by Progress Leader</p>
<p>7</p> 	<ul style="list-style-type: none"> <li>• Continuation of Stage 6 behaviour plus:</li> <li>• Extreme difficulties with behaviour</li> <li>• Failure to comply with the conditions of an internal Exclusion.</li> </ul>	<p>Is likely to lead to a Fixed Term Exclusion</p> <p>Pupil on report to a member of SLT</p> <p>Recorded on Class Charts</p>	<p>Principal decision</p>
<p>8</p> 	<ul style="list-style-type: none"> <li>• Continuation of Stage 7 behaviour plus:</li> <li>• Possession of a weapon or items that may be used as weapons</li> <li>• Possession and/or use of illegal substances</li> <li>• Violence towards a member of staff</li> </ul>	<p>Is likely to lead to a Permanent Exclusion</p>	<p>Principal decision</p>

The above details are for guidance only and should be applied at the discretion of staff