



**Bexhill**  
Academy

# BEHAVIOUR AND ENGAGEMENT for LEARNING POLICY

Updated: April 2018

Next Review: March 2019

### **Behaviour/Engagement for Learning Policy – Supporting School Value: FOCUSED**

At Bexhill Academy we have 4 main values that underpin our motto of ‘Be Remarkable’

- Focussed
- Aspirational
- Independent
- Resilient

In order to achieve our goal, it is imperative that students actively support our value of being **FOCUSSED**. Students need to come to school with a strong purpose to learn. Therefore, we expect as a bare minimum, students to:

- Be on time to school , lessons and assembly
- Be engaged with their learning, displaying good learning behaviours
- Being ready to learn with appropriate equipment and home study
- Being positive and eager - ready to face the challenges
- Be respectful of others who want to be ‘remarkable’
- Show respect for staff, other students and school property/environment
- Follow the school rules
- Wear proper uniform

We believe that effective learning can only take place if there is a calm and respectful atmosphere. Students, Parents and Staff at Bexhill Academy must share this belief and the desire to uphold the Behaviour/Engagement policy as a whole. We all recognise that:

1. We learn best in safe environments, where boundaries are clear
2. A positive learning environment leads to positive contributions by all
3. We all respond better to encouragement than punishment
4. We all need good role models
5. Rights only come as a reward for responsibility
6. Sometimes sanctions and consequences have to be put in place

Our policy reflects an emphasis on pupil’s engagement with their learning. To support this approach each data capture report includes a score (1-4) which reflects the level of engagement for each student in each of their lessons (1 = ‘remarkable’ engagement/attitude shown). If things do go ‘wrong’, we will also keep you up to date with the intervention deemed appropriate by the school.

The school will to the best of its ability adopt a consistent approach to behaviour management and will only make adjustments when dealing with those students who have a statement of additional needs linked to behaviour.

**Below**, is our sanctions outline that shows a range of misdemeanours, at various levels of severity and the ‘guideline’ responses to them.

Misdemeanour /Level	Possible Consequence (+ Reporting System to be initiated)
<b>Level 5 = 40 SIMS points Highly serious</b>	
<ul style="list-style-type: none"> <li>-Carrying offensive weapons</li> <li>-Assault on staff</li> <li>-Carrying Drugs/Alcohol</li> <li>-High level assault</li> <li>-Caught with drugs</li> <li>-Misusing Aerosol Cans/Lighting etc.</li> <li>-Homophobic/Racist abuse</li> <li>-Igniting materials</li> <li>-Dealing Drugs</li> <li>-Continued level 2/3/4/5 behaviours despite robust intervention. This includes incidents of persistent bullying.</li> </ul>	<p>All Exclusion/ Possible 'Alternate school day' programme (possible permanent exclusion)</p> <p>Permanent exclusion</p> <p>Possible Permanent exclusion – through 'strikes' programme</p>
<b>Level 4 = 20 SIMS points Very serious</b>	
<ul style="list-style-type: none"> <li>-Foul language aimed directly at staff/physical intimidation</li> <li>-Failure to attend SLT detention</li> <li>-Vandalism (graffiti building, breaking items etc. intentionally)</li> <li>-Continued defiance despite SLT intervention</li> <li>-Higher level physical behaviours</li> <li>-Serious general Health and Safety</li> <li>-3 on calls in a week</li> <li>-2 on calls in a day</li> <li>-Smoking/Vaping inside building</li> <li>-Items dropped from balcony</li> <li>-Stealing</li> </ul>	<p>Normally all: IER/Exclusion (including the extra punishment of House detention for On calls)</p> <p>A student may lose the right to attend extracurricular activities including school trips, residential trips, after school clubs and the opportunity to represent the school in any fashion, if their poor behaviour led to a level 4 or 5 consequence.</p>
<b>Level 3 = 10 SIMS points Serious Concerns</b>	
<ul style="list-style-type: none"> <li>-Behaviours such that class learning is seriously effected</li> <li>-Smoking/Vaping outside building</li> <li>-Physical behaviours (pushing/shoving) between pupils</li> <li>-Bullying behaviours</li> <li>-Spraying aerosol cans</li> <li>-Lesson truancy</li> <li>-ICT abuse</li> <li>-Failure to attend School detention</li> <li>-SLT have general serious concerns</li> <li>-Failing departmental report</li> </ul>	<p>Automatic School detention (+ possible other)</p> <p><b>On call removal from lesson - detention that night (if twice in succession departmental report) Teacher also contacts home. School Detention</b> when SIMS logged (Investigated further where appropriate)</p> <p>+ Possible Community Service + Possible meet with parents</p> <p>+ Possible ICT use suspended</p> <p>SLT Detention</p> <p>SLT Detention</p> <p>SLT Detention</p>
<b>Level 2 = 5 SIMS points Concerns</b>	
<ul style="list-style-type: none"> <li>- Persistent LLD <u>but not</u> hugely disrupting others</li> <li>- Corridor wandering/In heartspace during lesson/tutor time</li> <li>-Misusing/Uncaring - school equipment</li> <li>-Foul language used in class/around school to peers</li> <li>- Uniform infringements (uniform borrowed)</li> <li>-Jewellery/Make up infringements</li> <li>-Spraying water (Health and Safety)</li> <li>-Phone/earphones out</li> <li>-Caught with tobacco/vape (not using)</li> <li>-Being inappropriate to staff</li> <li>-Walking out of lesson</li> </ul>	<p><b>Always : Remonstrate with pupil &amp; SIMS log</b> (accumulation =detention + Appropriate departmental action if continual or House Report if continuous globally )</p> <p>Put uniform on/ Correct</p> <p>Correct/take off</p> <p>Bottle/Phone/Tobacco/Vape confiscated</p>
<b>Level 1 = 2 SIMS points Some concern</b>	
<ul style="list-style-type: none"> <li>-Repeated LLD despite warnings</li> <li>-Missing Homework</li> <li>-Minor lateness to class tutor/loitering</li> <li>-Inappropriate language (not foul)</li> <li>-Littering</li> <li>-Lack of equipment</li> <li>-Obvious lack of work in class despite intervention</li> <li>-Shouting out in the building</li> <li>-Silly un-orderly behaviours</li> <li>-Unkind behaviours (friendship issues)</li> <li>-Out of Bounds</li> </ul>	<p>Tick next to name on board and SIMS points</p> <p>Spoken to and SIMS points (accumulation =detention + Appropriate departmental action if continual or House Report if continuous globally )</p>
<b>Level 0</b>	
<ul style="list-style-type: none"> <li>-Low level disruption (LLD)</li> <li>-Talking over class, Shouting, Out of seat, Not -Focussed/engaged</li> </ul>	<p>Appropriate teacher intervention first</p> <p>Name on Board if appropriate to highlight issue may escalate</p>

### Completing SIMS computerized behaviour log

All staff will complete the SIMS entry for any issues that they deal with. The drop down menu can be used and a written context should always be used where possible. This helps explain the situation to parents and other stakeholders. Be sure to tell the students that you are giving them points and that points will equate to detentions etc.

### 'On call' system:

Students all have the right to learn without having their lesson interrupted by poorly behaved students. Teaching staff will if necessary, having used appropriate engagement skills first, ask for the pupil to be removed. An email will be sent to the on call staff member who will remove the student. Depending on the nature of removal, they may be placed with a senior teacher, moved to a HOD's class or whatever sanctions are deemed appropriate. **Directors and HoD's will need to provide a key 'parking' rota to enable the swift removal and deployment of a student who is removed (On call staff should be told where they are placing said student)**

-All students removed from a class will automatically be classed as displaying LEVEL 3 behaviours and an automatic 30minute detention will occur **that night**

All teachers will complete a SIMS entry. All teachers will call home to let the parent know why the incident has occurred. Staff may also choose to place a student on departmental report or have parental meetings if the situation is reoccurring.

The on call teacher will send an email to the admin office who will:

-Send out a text message to inform the parents of the detention

-Collate a list of students for that evening's detention

Students with 2 on calls in a day or 3 in a week will have to sit a detention/s and will be placed in the IER

### Detentions:

The Academy runs central detentions that all staff are on a rota for. They run every night of the week. They are for level 3 behaviours+ **or** accumulated points from level 1 or 2 behaviours.

SLT detentions (45 minutes) will be given as appropriate by SLT members. They are also used if a student fails to attend a school detention (30 minutes) or if students accumulate 20 points from level 1 or 2 behaviours

There are also break time detentions given to all students who come in after 8.30am. These escalate to a House detention if the student does not attend OR if they arrive later than 8.40am

- Detention for 'on call' removal are held every night in the IER
- Detentions for House/SLT are held in G3 or another appropriate venue

**All staff** will be on a rota to attend and supervise detentions

### **Accumulated Behaviour Points and Detentions for Level 1 and 2 (per term)**

Accumulation of 10 points= School Detention (30 minute)

Accumulation of 20 points = SLT detention (45 minute)

Accumulation of 30 Points = IER (day in isolation)

### **NOTE:**

Level 3 = Automatic House detention (that night for on call removal)

Level 4= Normally IER/Exclusion

The **IER** refers to the Internal Exclusion Room. A small number of students are placed 'out of circulation' from 8.30-2.50 in a supervised learning environment and are excluded from whole school breaks and lunch.

The '**Alternate School Day**' refers to a different school day for a small number of students that starts in the afternoon and runs until early evening.

**Exclusion**- refers to the schools legal ability to remove students from the school environment for a set period of time (usually from 0.5 to 5 days). This could be made **permanent** in a small number of cases.

### **On 'Report'**

There are 5 main types of report in the school

- Tutor report (Some concerns globally with level 1 and 2 behaviours)
- Departmental Report (Main concern is within one/two departmental areas)
- House report (Pastoral Manager or HoH)
- Assistant Principal Report
- Vice Principal Report
- Principal Report

Normally students will not need to go beyond a Tutor/House or departmental report to re-focus their attention back onto their studies. When students go on report it should be noted on SIMS

### **Departmental Input**

Although the consequence systems follows a collegiate approach where no single department or teacher necessarily has to set a punishment, **all departments and teachers have a responsibility to ensure that appropriate follow-up and quality assurance is completed.** This ensures best practice

and does not automatically refer any departmental challenges to the House system. Directors and HoDs have a clear responsibility for tracking, monitoring and timely interventions.

HoDs' should ensure, for example, that seating plans, class dynamics, reports, phone calls home and parental meetings are all taken into consideration. If a student/s consistently displays challenging behaviours the department must take appropriate action beyond the whole school punishment system.

### **Other key standards regarding being FOCUSED:**

#### **UNIFORM (See Policy)**

Students and parents have been informed of the expectations for uniform and a copy appears on our website. Members of the SLT along with members of our Pastoral teams will be on duty every morning to address uniform issues. If students have incorrect uniform the Pastoral Manager team will contact home and where possible students will be sent home to correct their uniform or where going home is not appropriate students will be given the correct uniform to wear. Appropriate hair styles and colours are also covered by this. Behaviour points will be given.

#### **JEWELLERY/MAKE UP. (See Policy)**

No jewellery should be worn to school apart from a watch and one small set of studs in the lower ear lobe. Should a student be wearing inappropriate jewellery to school the student will be asked to remove the jewellery and this will then be confiscated. This will be returned to the student at the end of the day. Repeat offenders will have their jewellery confiscated until the end of term unless parents have collected it and agreed the student will no longer wear it in school. Students will be asked to remove inappropriate make up. Behaviour points will be given.

#### **MOBILE PHONES**

Students are not allowed mobile phones 'out' on school premises between the hours of 8.30am and 2.50pm, this includes head phones. If a student has their phone out it will be confiscated without warning and may be kept until the end of the day. If a student refuses to hand over their phone, a senior member of staff will be called to remove the student from the lesson and deal with as appropriate. Behaviour points will be given.

#### **CONFISCATION AND ILLEGAL SUBSTANCES**

Please refer to our drugs and alcohol policy. Head teachers 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 student may have a prohibited item in school. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, lighters, matches, laser pens, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be used 1) to commit an offence, 2) to cause personal injury to, or damage to the property of, any person (including the student). Head teachers and staff authorised by the head teacher can also search for any item banned by the school.

#### **Physical Intervention**

In a very small minority of cases physical intervention by staff may be required. Staff do have the legal power to physically intervene where appropriate for the safety of the child, other children, property or to maintain order. This will always be conducted professionally and in line with guidance

### **Supporting Students displaying poor behaviours:**

Students have a responsibility to behave appropriately. Parents also have a responsibility to ensure their children are equipped with the necessary skills to respect the school environment – we have a ‘joint responsibility’ to ensure the young person gets the best opportunities possible. We will endeavour to offer support where we can to try and modify poor behaviour.

Pastoral Managers and Heads of House track and monitor all students who continue to display poor behaviours. As well as a series of sanctions, students may have access to one or more of the following to help them re-focus:

- Being on report (There are various levels from tutor to Principal report)
- School House panel discussions (Heads of House discuss the needs of students and appropriate actions with key staff)
- Mentoring
- Various behaviour modification programmes
- Counselling
- Pastoral Support Plans (setting out key targets and goals)
- Timetable modifications and offsite /outside agency support
- Access to AEN

### **REWARDS –Please Refer to Rewards Policy**

It is important to recognize that most students go through their entire time at Bexhill without ever getting more than an occasional level 0/1 remark. Many never receive any and are an absolute credit to themselves, their family and the school.

We strongly believe that the school should recognise and praise those students who are fully engaged with their learning. At every opportunity we aim to praise students using simple verbal recognition, written feedback and more formal rewards through our assemblies and tutor time. Students are appropriately rewarded in lessons using our new ‘Carrot’ rewards stickers programme:

The Student Council and Student School Board have supported the development of our reward system. Students who display excellent FOCUS in their attitude to learning (For example great homework, classwork or being a good citizen) may be rewarded through the ‘gift’ of a Carrot Sticker. These come in various forms and are worth different points. There are Bronze, Silver, Gold and Platinum stickers – each one having a unique code that is logged by the student on their account. These points accumulate allowing the students to purchase a variety of gifts.

House assemblies are constantly recognizing exceptionally focussed students. Each term there is also a major ‘house’ award.

### **Year 8 Graduation**

Every year we have a superb event held at the De La Warr in Bexhill where those students who take their learning seriously are recognized. Those who reach the ‘top’ in terms of their engagement and focus are allowed to graduate with ‘honours’ at this prestigious event.