



**Bexhill**  
Academy

# **CULTURE FOR LEARNING POLICY**

Adopted: September 2022

Next Review: September 2023

## **CULTURE FOR LEARNING**

**Approved by: Catherine  
Davies**

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**Last reviewed on:** tbc

**Next review due by:** September 2022tbc

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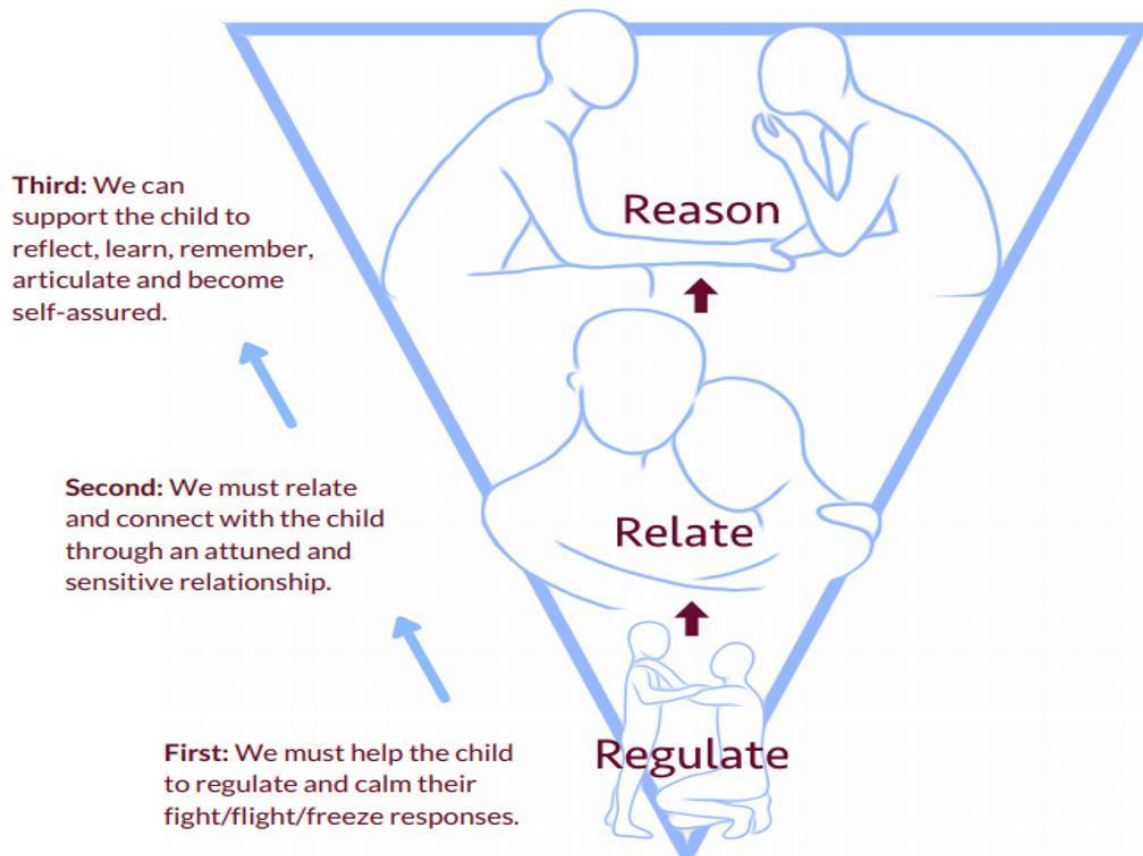
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## 1. Principles and Aims

### THE BEXHILL ACADEMY THERAPEUTIC APPROACH TO LEARNING

Quality First Teaching is the foundation of a therapeutic environment.

Our Therapeutic Approach to Learning is founded on the theory of the Three R's: Reaching the Learning Brain. To help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence. We know that heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.



**The principles of our therapeutic approach are that -**

1. Young People's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of wellbeing - equity not equality
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of young people

We want students to be focussed, aspirational, independent and resilient. This fits with our aim that all students show respect, be brilliant and be the best you.

To build these essential skills and qualities in our young people and to maximise the learning time for all students, a number of routines and expectations are embedded into the school day.

This policy aims to:

- 
- Provide a consistent and therapeutic approach to behaviour management
  - Define what we consider to be prosocial 'be the best you', unsocial and anti-social behaviour, including bullying and discrimination
  - Outline how pupils are expected to behave pro-socially
  - Summarise the roles and responsibilities of different people in the school community with regards to behaviour in line with our therapeutic principles
  - To keep students and staff safe travelling to and from and within the academy. ➤

Outline our system of rewards and consequences designed to promote prosocial behaviours

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
  - This policy has been reviewed in line with the 2022 Government White Paper 'Opportunity for All'
  -

This policy complies with our funding agreement and articles of association.

### 3. Definitions

Prosocial 'be the best you' behaviour

Relating to behaviour which is positive, helpful, and intended to promote social acceptance

Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people

Behaviour which benefits other people or society

Arguably prosocial behaviour is simply the absence of antisocial behaviour

- An example would be volunteering to support a school event

#### Unsocial behaviour

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

- An example would be the non-completion of homework

#### Anti-social behaviour

Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury, harassment, alarm or distress

Behaviour that violates the rights of another person These behaviours could be described as 'difficult' or 'dangerous' depending on severity. They should never be referred to as 'challenging'.

- An example would be truancy in school

Anti-social behaviour can be described as difficult or dangerous

**Difficult** – disruptive and/or a burden on school resources

**Dangerous** – a risk of harm to person(s) or property

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

➤ Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
  - Difficult to defend against
- Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Behaviour incidents online**

The way students relate to one another online can have a significant impact on the culture of the school. Negative interactions online can damage the school's culture and leading to school feeling unsafe. The same standards of behaviour are expected online as apply offline with everyone being treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in the same principles as offline behaviour, including following the child protection policy and liaison with the safe guarding lead (or deputy) In the case of a school suspecting criminal behaviour it will be reported to the Police.

If the incident involved nude or semi-nude images and/or videos the incident will be referred to the safe guarding lead (or deputy) as the most appropriate person to advise on the academy's response. The school will follow the principles set out by the Keeping children safe in education.

Many online behaviour incidents amongst young people occur outside of the school day and off school premises. Parents are responsible for this behaviour. However, incidents that occur online will affect the school culture. The academy will sanction students if the behaviour poses a threat or cause harm to another pupil and/or could have repercussions for the orderly running of the academy.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

<http://www.bexhillacademy.org/media/documents/2020%20-%20Friendship%20and%20AntiBullying%20Policy%20.pdf>

## 5. Roles and responsibilities

### 5.1 The trust board

The trust board is responsible for reviewing and approving the written statement of culture for learning principles (appendix 1).

The trust board will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

The trust board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 5.2 The Principal

The Principal is responsible for reviewing this culture for learning policy in conjunction with the governing board, giving due consideration to the culture for learning principles (appendix 1). The Principal will also approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this culture for learning policy to ensure rewards and sanctions are applied consistently.

The principal is responsible for reviewing and approving this behaviour policy.

The principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The principal will ensure that the Culture for learning policy is publicised at least once a year to parents, staff and pupils. It will be publicised on the school website at all times.

### 5.3 Staff

Staff are responsible for:

- Implementing the culture for learning policy consistently
- Modelling prosocial behaviour in line with 'be the best you'
- To use the culture for learning management system to keep all students and staff safe within the academy.
- Providing a personalised approach to the specific needs of particular pupils. Staff are responsible for knowing the pupils with SEND and how to meet their needs.

Recording and following up on all categories of behaviour on Class Charts (see appendix 7 for how to record on Class charts)

Additional support for those students' additional needs is the responsibility of every staff member through effective wave 1 teaching. Staff have access to student passports and should use this to make reasonable adjustments within the classroom. The SENCO Lucy Culshaw and Assistant SENCO will oversee the use of student passports and support their review.

The SEN Hub and LINK will provide additional support for certain students within the school day

Recording and following up on all categories of behaviour on Class Charts (see appendix 7 for how to record on Class charts)

Tutors will monitor, communicate and mentor students within their tutor group with reference to the student's behaviour log, detentions owed and liaise with home with phone calls, meetings or reports

Learning leaders will oversee the behaviour for their year group and the after school detentions and internal or external suspensions.

The senior leadership team will support staff in responding to behaviour incidents.

The SLT link will support their year group in following up of incidents and completion of consequences.

## ➤ 5.4 Parents

Parents are expected to;

Reinforce positive messages around prosocial 'be the best you' behaviours encouraged by the school

➤ Support their child in adhering to the pupil code of conduct, culture for learning policy and mobile phone policy

➤ To provide a positive role model to support their child in their engagement and progress with their education

➤ To support the expectations, routines and systems of the school including consequences for incidents of unsocial and anti-social behaviours including; after school detentions, learning recovery, Saturday mornings and internal and external suspensions

➤ To support the academy's expectations with uniform, jewellery and equipment.

➤ Inform the school of any changes in circumstances that may affect their child's wellbeing

➤ Discuss any behavioural concerns with the class teacher promptly ➤

To support the punctuality and attendance of their child.

➤ To support their child in attending all lessons adhering to their safeguarding within the academy.

➤ To manage and monitor their child's use of social media to ensure that this is being used appropriately to reduce the likelihood of overspill into the school community

➤ To support the work of outside agencies when working with their child.

➤ To support and sign the Home/School agreement which underpins the academies expectations

## 6. Pupil code of conduct 'Be the Best You'

Pupils are expected to:

➤ Adhere to the academies culture of respect, being the best you and being brilliant

➤ To respect members of staff and other students by recognising their need for personal space and emotions

➤ In class, support a positive learning environment so that all pupils can learn, by engaging in prosocial 'be the best you' behaviours'

➤ Move calmly and quietly around the school adhering to the one way system at all times, showing consideration for others

➤ Treat the school buildings and school property with respect

➤ Wear the correct uniform with pride at all times to demonstrate your belonging to our school community

➤ Accept and reflect upon sanctions when given, engaging with the processes outlined in our culture for learning expectations

➤ Attend all lesson on time to adhere to the safeguarding policy.

➤ Adhere to the academies culture of respect, being the best you and being brilliant



- Pupils are expected to behave pro-socially at all times including in the community as they are representing the school and its values

## 7. Rewards and sanctions

### 7.1 List of rewards and consequences in line with our graduated response

Prosocial 'be the best you' behaviour will be acknowledged with:

- Consistent praise
- Class charts rewards which can be used to purchase items from the rewards shop
- Letters, postcards or phone calls home to parents
- Special trips and activities
  - Special responsibilities/privileges

Unsocial/antisocial behaviour will be acknowledged with protective and/or educational consequences;

Protective consequences - Removal of a freedom to manage harm

Educational consequences - The learning, rehearsing or teaching so the freedom can be returned

The follow up of unsocial and antisocial behaviours will follow the route of the flow chart in appendix X

- A verbal reprimand – Step 1 – re-engagement 1 (name on board) and 2 (name ticked and move of seat in lesson where appropriate)
- Removing student from class through the on call process (Step 1 Parking) to be parked in an alternative lesson. If parking is failed the student work in the Learning recovery room for the rest of the lesson and break or lunch.
  - Students will remain in learning recovery until it has been decided that the student is ready for further learning. Students are expected to access the wide range of resources within learning recovery by completing work each lesson. This includes a self-reflection sheet which will help students to not repeat the same behaviours. Students will be supervised by experienced members of the academy staff.
  - Parents will be informed by the teacher that there child has been removed from the lesson. This will be completed through Class Charts and with an email/phone call home.
- Expecting work to be completed at home, or at break or lunchtime
  - ➤ Detention at break or lunchtime, or after school. After school detentions will be for 30 minutes if a student was parked, 40 minutes if they arrive independently, 1 hour if they are picked up or up until 5pm if they owe multiple detentions
  - Detentions are no notice but parents can view detentions via the Class Charts app and have been sent log in details at the start of every academic year. Parents can also liaise with the child tutor for the log in details.
- Referring the pupil to a senior member of staff
- Letters, emails or phone calls home to parents
- Removal from being eligible to attend school trips, enrichment or after school activities such as sports clubs etc.
- Agreeing a learning (behaviour) plan

- Putting a pupil 'on report'
- Saturday morning session

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the learning recovery room in response to serious or persistent breaches of this policy. Pupils may be sent to the learning recovery room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Students can access this work either through Google classroom, Hegarty Maths, Lexia, Reading+ or resources within the learning recovery room.

Pupils who do not attend a given after school detention will receive a text home each evening.

The learning recovery room is managed by the senior leadership team and members of the behaviour team.

### **Mobile Phones**

Mobile phones are allowed within Bexhill academy but are not allowed out on the school site during the school day from 8.00am to 3pm.

New Sept 2022 - When entering the school site students should place their phone within the mobile phone pouch. This pouch automatically locks and can be reopened at the end of the school day when they put the pouch back on the mobile phone collection point around the academy.

If a mobile phone is seen in school it will be confiscated until the end of the day and placed a reception in the safe.

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. The school follows the general safeguarding principles set out in Keeping children safe in education (KCSIE) with the designated Safeguarding lead (or deputy) being the most appropriate person to advise on a response in partnership with the pastoral team. Each incident will be considered on a case by case basis.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Internal suspension
- Saturday morning session
- External suspension
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information:

<http://www.bexhillacademy.org/media/documents/Child%20Protection%20Policy%20Sept%202021.pdf>

The academy will make clear to students that sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils behaviour that falls below these standards will be sanctioned. This will be conveyed regularly through the assembly, tutor and PSHE programme.

### 7.3 Off-site behaviour

As outlined earlier in this policy, parents should take full responsibility of their child when offsite which includes their behaviour and use of social media.

In line with our student code of conduct consequences may be applied where a pupil has demonstrated anti-social behaviour off-site when,

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has demonstrated anti-social behaviour off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

### 7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will apply consequences for the pupil in line with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether further action needs to be taken to support the child, for example, a referral to social services.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

<http://www.bexhillacademy.org/media/documents/Child%20Protection%20Policy%20Sept%202021.pdf>

## 8. Culture for learning environment

### 8.1 Classroom culture

Teaching and support staff are responsible for setting the tone and context for prosocial 'be the best you' behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting prosocial 'be the best you' behaviour
  - Concluding the day positively and starting the next day afresh
  - Know which students have SEND and how to support them
  - Having a plan and strategies for dealing with low-level disruption
  - Using positive reinforcement
  - Applying the reward and consequences system via class charts consistently and in line with our therapeutic principles
- Procedures should be followed by all staff within the academy and can be found in Appendix 5 **8.2**

### Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing extreme disorder
- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 6 for restraint reporting form)

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils or parents after discussion with senior leaders and parents, if appropriate.

**Refusal to allow a search is a breach of the academy Behaviour Policy. Appropriate sanctions would be imposed which may be greater than if the student had consented to the search.** This may include internal or external suspension

If a pupil is found to be in possession of a prohibited item, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to unsocial and antisocial behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Students who are displaying difficulties will be discussed in the weekly high level triage meeting which includes the SENCO, alternative provision co-ordinator, Learning Leaders, Vice Principal, Safeguarding lead and Assistant principal for Culture for Learning.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be communicating that they might be suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

After school detention - Parents will receive a text message at 1.30pm each day to inform them that their child has an after school detention. A text will also be sent to parents to inform them if their child is in detention or not.

The school will monitor truancy within the school day. If a student does not arrive to lessons then the teacher will send a message to the staff who are on call for that session. The teacher will copy in student reception and the medical room. The on call staff will look for that student and if they are found they will be taken to the lesson where appropriate. If they refuse to attend the lesson or it is not appropriate they will be placed in learning recovery. The teacher will set a detention and phone home. If on call cannot find the student they will send a message to admin who will send a text or call home.

If a student refuses to attend learning recovery then a phone call home will be made and the student invited to talk to their parent/carer. After the phone call if the student refuses to attend learning recovery, then they will be placed in reception and a phone call will go home for the student to return for an internal exclusion from 12-4pm dependant on the time of the day.

As part of the truancy strategy during triage after school LST and learning leaders will monitor key students attendance to lessons and any student who has been truanting will be placed in the reset room the next day until the end of break or longer if appropriate.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil levels of need will be transferred to relevant staff at the start of the term or year.

## 10. Training

Our staff are provided with training around therapeutic thinking and how to support all pupils to 'be the best you'

Our therapeutic principles and culture for learning will also form part of continuing professional development.

Staff will be supported throughout the year with opportunities to discuss how best to respond to behaviour as the communication of needs with their line manager, learning walks to support staff in their development and drop in weekly discussion/training sessions.

A staff training log can be found in appendix 2.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and full governing board annually. At each review, the policy will be approved by the head teacher.

## 12. Links with other policies

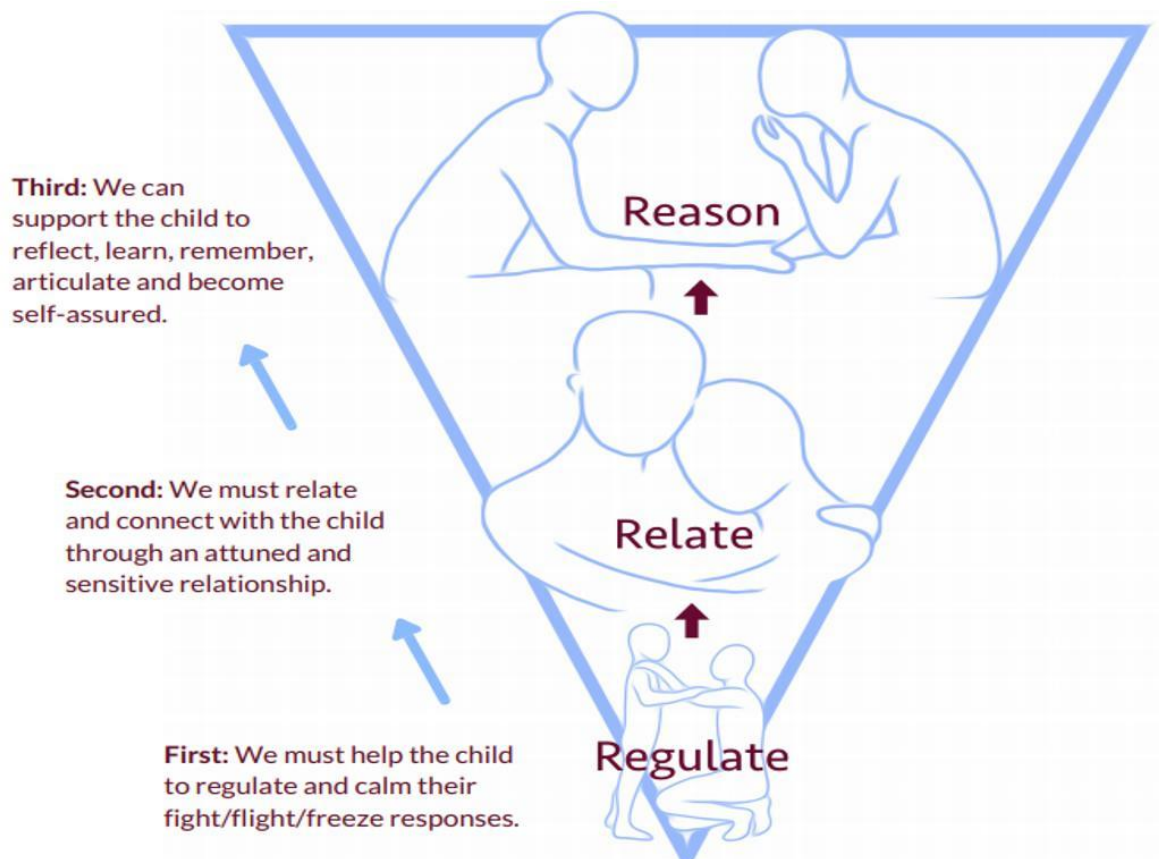
This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Sexual harassment and violence policy
- Uniform, jewellery and equipment policy

## Appendix 1: written statement of culture for learning, therapeutic principles

Quality First Teaching is the foundation of a therapeutic environment.

Our Therapeutic Approach to Learning is founded on the theory of the Three R's: Reaching the Learning Brain. To help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence. We know that heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.



**The principles of our therapeutic approach are that -**

7. Young People's learning is understood developmentally
8. The classroom offers a safe base
9. Nurture is important for the development of wellbeing - equity not equality
10. Language is understood as a vital means of communication
11. All behaviour is communication
12. Transitions are significant in the lives of young people

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE



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### Appendix 3: Incident log



**Bexhill**  
Academy

LEE TO UPDATE THIS APPENDIX  
WITH NEW VERSION

#### Incident/witness statement

<u>Name:</u>	<u>Year:</u>	<u>Tutor group:</u>	
<u>Date of writing statement:</u>	<u>Date of incident (if different):</u>	<u>Where did the incident happen:</u>	
<u>Name(s) of perpetrator(s):</u>			
<u>Name of victim(s):</u>			
<u>Name(s) of Witness (es):</u>			
<u>What happened:</u> (Staff please highlight key information from statement when reading)			
Please ask for another copy if you need to write more			
<b>STAFF TO COMPLETE THIS SECTION BELOW; Action taken: Please circle with date:</b>			
Parental phone call:	Meeting with student(s)	Meeting with parent:	Meeting with Police:
Staff name	Who is present:	Who is present:	Referral made by:
Date:	Date:	Date:	Date:
<u>SProtective consequence/educational consequence: Please circle and date:</u>  Step 1:                      Step 2: 1hour detention:                      Step 3: 2 hour detention:  Step 4: Learning recovery/ Internal exclusion:                      Step 5::Exclusion  Referral to Police:			

## Appendix 4: letters to parents about pupil behaviour - templates

### First behaviour letter

Dear parent,

Recently, your child \_\_\_\_\_ has not been meeting our expectations for prosocial 'be the best you' behaviour as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

---

Parent name:

---

Parent signature:

---

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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Date: \_\_\_\_\_

## Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_ has continued to struggle to meet our expectations for prosocial 'be the best you' behaviour in school.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Principal, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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Date: \_\_\_\_\_

## **Appendix 5 - Detention texts**

**To provide further safeguarding the following texts are sent home at 1pm or each evening during detention**

Dear parent, your child has a detention tonight for 1 hour. Please speak to them about this detention which can be viewed on class charts

Dear parent. Your child has been registered and is currently sitting their detention for 1 hour. Bexhill Academy

Dear parent. Your child has missed their detention tonight which will mean they will need to sit it tomorrow. Please speak to them on this matter.

Dear parent. Your child has refused detention tonight. Please speak to them so they sit it tomorrow to avoid further sanctions. Bexhill Academy

**BEXHILL ACADEMY**

**RESTRAINT OF STUDENTS – INCIDENT REPORT**

**DATE OF INCIDENT:**

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**TIME OF INCIDENT:**

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**NAME(S) OF STAFF INVOLVED:**

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**NAME(S) OF STUDENT(S) INVOLVED:**

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**NAME(S) OF OTHER STAFF/STUDENTS WHO WITNESSED INCIDENT:**

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**EVENTS LEADING UP TO INCIDENT (include place, people present, possible triggers. Include what you did to try to diffuse the diffuse/calm the situation):**

.....  
.....  
.....  
.....  
.....

**BRIEF DESCRIPTION OF INCIDENT:**

**(Please be objective and factual, outlining how incident began and progressed, details of student's behaviour, what was said by each of the parties, degree and type of force used, how applied, and for how long.) Please continue on a separate sheet if necessary.)**

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**FOLLOW – UP ACTION/ANALYSIS:**

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**STUDENT ACCOUNT (this must be in their own words):**

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**SIGNED: ..... DATE:**

.....

**COUNTER SIGNED BY SLT : .....**

**DATE:.....**



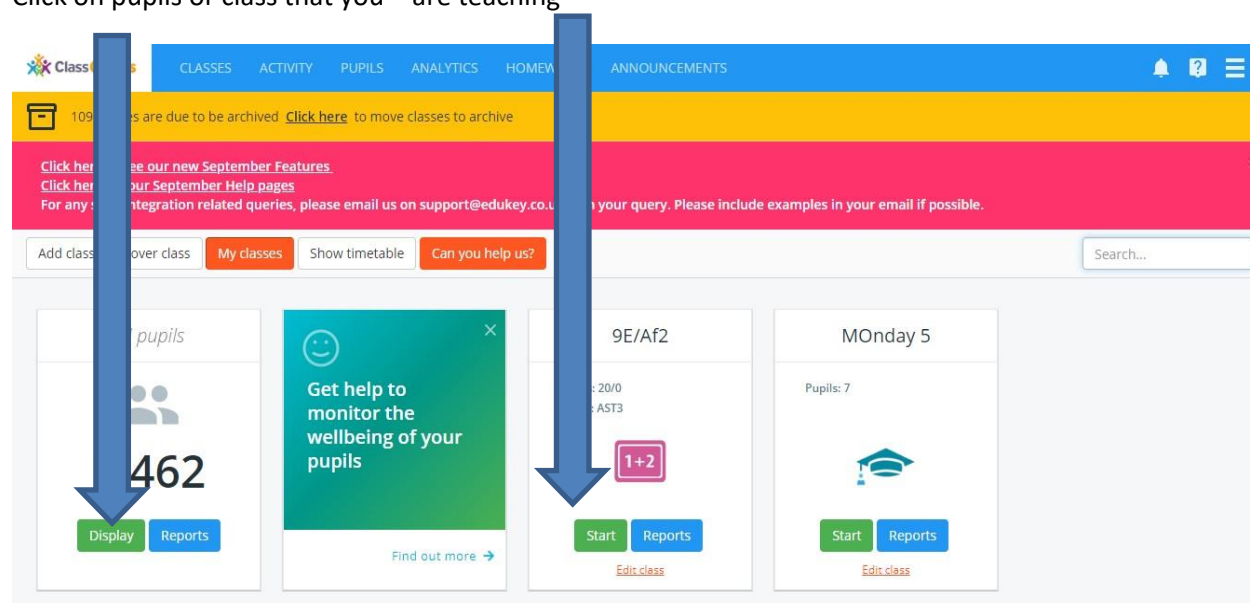
## Appendix 7: Logging prosocial rewards and unsocial or antisocial consequences on class charts

TO BE UPDATED BY CST WHEN CLASSCHARTS HAS BEEN TWEAKED TO SHOW PROSOCIAL, UNSOCIAL AND ANTISOCIAL BEHAVIOURS AS THREE SEPARATE CATEGORIES

### Student/ parent log in details

#### Adding rewards or consequences to class charts

Click on pupils or class that you are teaching



Click on the name of the correct student

Click on students icon

Choose either positive or negative icon

Choose reward if positive

If negative click on Step 1, 2, or 3 (SLT or pastoral team to use step 4 or 5 only)

Choose behaviour icon that matches behaviour

Complete information with time, duration of detention (60mins), Subject and complete box with description of behaviour:

RE1 -

RE2 – Step

2 – Click

save

## Appendix 8: Academy procedures and expectations for behaviour, rewards and consequences

### **Students at Bexhill Academy**

To ensure students are aiming for **‘being brilliant’** and **‘the best you’** they should:

- Adhere to the academies culture of respect, being the best you and being brilliant
- To respect members of staff and other students by recognising their need for personal space and emotions
- In class, support a positive learning environment so that all pupils can learn, by engaging in prosocial ‘be the best you’ behaviours’
- Move calmly and quietly around the school adhering to the one way system at all times, showing consideration for others
- Treat the school buildings and school property with respect
- Wear the correct uniform with pride at all times to demonstrate your belonging to our school community
- Accept and reflect upon sanctions when given, engaging with the processes outlined in our culture for learning expectations
- Attend all lesson on time to adhere to the safeguarding policy.
- Adhere to the academies culture of respect, being the best you and being brilliant
- Pupils are expected to behave prosocially at all times including in the community as they are representing the school and it’s values

### **Lesson Time Routine (student version)**

First 5 minutes

- Enter classroom when welcomed in by your teacher
- Sit down in the seating plan
- Equipment on desk (pen, pencil, ruler, eraser, pencil case)
- Knowledge organiser and reading book on desk (if applicable)
- Start the challenge task immediately
- Register

During the lesson

- Follow all staff instructions
- Complete your work

- Remember – the work set for you may be different than the work set for someone else

#### Last 5 minutes

- Pack up all equipment when instructed
- Tuck chairs/stools in when instructed
- During the Covid period students should clean their table, the back of the chair and put blue tissue in white bin
- Put on blazer (and mask during Covid period)
- Leave the room when instructed

#### Break and Lunch Time Routine (student version)

##### First 2 minutes

- Move to a designated break area
- Designated zones; heart space, Astroturf, Sports hall, outside (between the Astroturf and the school building), lunch time clubs, library

##### During break and lunch

- Queue up for food/drinks
- Use the toilets
- Fill up your water bottle
- Put litter in the bins
- Socialise with your friends
- Communicate without shouting
- Be kind to others
- Use spaces appropriately.
- To not use the space at the front of school

##### Last 5 minutes

- Move straight to your lesson when the whistle blows

#### Between Lesson Routine

- Move straight to your next lesson by the most direct route (during Covid period this will require students to follow the one way system)
- Do not eat
- Do not visit the toilet
- Do not fill up water bottles

