

# BOA

## Behaviour Handbook

**To include: Code of Conduct / Expectations in lessons / Rewards and Sanctions**

**Date of Issue: September 2016**  
**Date of Review: September 2017**

At BOA we expect high standards of behaviour. We encourage students to take responsibility for their own actions, both in and out of the academy, and to consider their impact on others. Students need to have a positive and orderly environment in which they can achieve success. In creating an atmosphere for achievement the Governors have produced a policy statement regarding student behaviour and discipline. Parents will be informed of the academy's expectations before students enrol and will receive a copy of the academy behaviour for learning guide. All parents and students will sign a home/academy agreement.

### **Principles which determine Policy**

Students need to know and understand boundaries of reasonable behaviour within which they can act. If they stray away from these boundaries, the academy will respond with appropriate consequences.

We believe our student's respond best to praise and reward. As an academy we celebrate the success of our students. We have a clear system of rewards and commendations for KS4 and Records of Achievement awards at Post-16. Students need to develop a concept of discipline and self-respect. They will respect their academy, the staff, the environment and each other.

All will understand the basic virtues of honesty, fairness and politeness.

However, we recognise the need for a range of carefully measured sanctions to reinforce our expectations when students let themselves down. These can range from a teacher conversation to, ultimately, exclusion from the academy. Any sanctions are applied fairly and with the strict understanding of the reason for the imposition.

### **Purpose of the policy**

We are a learning community. The purpose of this policy is to secure a positive climate for all to work and learn.

### **Standards outlined in the Policy**

#### **Code of Conduct**

- **Come in to the academy ready to learn**
- **Wear academy uniform and ensure you are properly equipped**
- **Treat others with kindness and respect and listen to their opinions**
- **Have high expectations of each other**
- **Be polite and considerate in dealing with all members of the community**
- **Take personal responsibility for your actions**
- **Maintain a clear focus on learning**
- **Move around the academy in a careful and considerate way**
- **Look after others in the academy**

**Everyone in the academy has a part to play in maintaining high personal standards of behaviour.**

- **All students must follow the Code of Conduct**
- **Subject staff must endeavour to create an environment in which all have the opportunity to achieve their potential**
- **Pathway/Department Directors have responsibility for students' work related issues within their curriculum area. In liaison with Heads of House, they make contact with parents to resolve pathway concerns**
- **Tutors monitor the academic and social progress of their students**
- **Heads of House are a point of contact between other agencies, parents and the academy**

# BOA

## Code of Conduct

**Date of Issue: September 2016**

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At BOA we have high expectations of each other's behaviour on and off the premises. This helps us work together. This code of conduct states what we expect of each other.

### Come to the academy ready to learn, dressed appropriately and properly equipped

- Arrive on time for the start of the day and lessons
- Wear the full BOA uniform correctly at all times in the academy
- A maximum of one stud per ear, worn in the lobe, is the only acceptable jewellery
- Outdoor clothing should only be worn outside BOA
- Prepare for lessons and ensure you have all the basic equipment you need for them e.g. pens, pencils etc.

### Treat others with kindness and respect and listen to their opinions

- Speak to others in a way that will not offend
- Listen to others opinions-everyone is an individual
- Treat others the way you would like to be treated
- Respect the feelings and property of our neighbours when travelling to and from the academy

### Have high expectations of each other

- Always ensure you are behaving appropriately
- Have a quiet word with your friends if you feel they are breaching the code
- Tell a member of staff if you see or are concerned that the actions or behaviours of others are unacceptable

### Be polite and considerate when dealing with all members of our community

- All members of our community are equally valued
- Treat and speak to all staff and peers politely and respectfully

### Take personal responsibility for your actions

- Deal with conflicts without verbal abuse or violence
- Tell the truth - own up if you do something wrong
- Keep promises

### Move around the academy in a careful and considerate way

- Keep to the left as you move along corridors and staircases
- Be calm around the building
- Move promptly to lessons
- Open doors for others
- Be safe at all times
- Avoid boisterous physical interactions

### Look after our own property and that belonging to the academy and others

- Respect and take care of other peoples work and work on display
- Return anything that you borrow
- Hand anything you find to the main reception
- Put all rubbish in the bin
- Never bring chewing gum into the academy
- Never smoke within or anywhere directly outside the academy building
- Only eat in designated dining areas never in corridors or classrooms

We are committed to being a safe, happy and healthy academy where anything unlawful is also unacceptable.

### **Expectation for Behaviour in lessons**

We all have a responsibility to make sure that we can all learn well in lessons. The following list shows what we must do:

- Arrive promptly and enter the classroom quietly and sensibly
- Put your bag and outdoor coat in the appropriate place and settle quietly to work
- It is an expectation that all students should be properly equipped. All students should buy pens, pencils, rulers, rubbers, planner books and specialist equipment as required.
- Listen carefully to instructions
- Be silent when asked to be
- Allow others to concentrate
- Face your teacher when he/she is talking
- Respect other peoples learning (not talking to people when others are trying to learn, not interrupting the teacher)
- Never use a rude or aggressive tone or language with any other person within the classroom
- Avoid shouting out, put your hand up to respond
- Respect other people's belongings. Never touch, deface or interfere with other people's belongings or academy equipment
- Only pack away when told to do so
- Make sure the room is tidy and ready for the next lesson
- Leave the room quietly and sensibly

### **Classroom Expectations**

<b>We expect teachers and other adults to:</b>	<b>We expect students to:</b>
Be punctual to lessons	Arrive on time
Be polite with students, valuing all equally	Speak politely to teachers and other students
Plan and deliver appropriate lessons	Listen to the teacher and others
Communicate to students how <u>each</u> lesson contributes to the big picture of learning	Follow instructions without questioning
Tell students what they will learn in each lesson	Buy correct equipment
Check everyone's learning at the end of the lesson	Remember "RESPECT"
Provide a safe environment for learning	Remain in your seat unless acceptable to move
Give help to students as soon as possible after they ask for it	Raise hand to answer a question/not shout
Finish lessons on time	Work to a challenging level at all times

## **Classroom Covenant**

1. I have a right to be treated with kindness and respect.  
This means no-one will laugh at me, ignore me or hurt my feelings.
2. I have a right to be treated as an individual in the room.  
This means no-one will treat me unfairly because of my age, appearance, race, colour, belief, accent, sex or ability.
3. I have a right to be safe in this room  
This means that no-one will hit me, push me, throw anything, taunt me or hurt me in anyway.
4. I have a right to learn about myself in this room.  
This means I will be free to express my feelings and opinions in a sensible way, without fear of being interrupted or ridiculed and to ask questions if I do not understand.
5. I have a right to be valued and respected.  
This means that will be able to work in an environment in which I will feel included and listened to.

## **Sanctions**

The academy has a collective approach to dealing with behaviour. All members of staff have a responsibility for managing student behaviour. This means that while key staff will take the lead in managing the behaviour of different students it is the expectation that all staff have a role to play in effectively managing the students.

Teachers and tutors can make telephone contact with parents where appropriate. In responding to unacceptable behaviour teachers may not always inform parents of minor infringements, but if certain students persist in inappropriate classroom behaviour, formal consequences will be initiated and these will be communicated to parents.

Classroom discipline is the responsibility of the classroom teacher. There is no hard and fast formula for creating the ideal environment but well-structured lessons, delivered with good humour and pace at a level the students understand help to create an atmosphere where learning takes precedence over boredom and disruption.

## **Right to Search**

In line with recent legislation the staff at BOA reserve the right to search students if they have reason to believe that they are carrying offensive weapons or illegal substances.

Similarly, students can expect to be physically restrained if they present a danger to themselves or other members of the community.

Searches will be carried out under the direction of the Senior Leadership Team (namely the Principal or Assistant Principal: Designated Safeguarding Lead) and Parents/Carers will always be informed when this has happened. Training for all staff at BOA is delivered annually through the safeguarding and child protection training.

If inappropriate articles are brought into the academy or used inappropriately they may be confiscated and returned to parents/carers or disposed of in line with national guidelines. If these items are dangerous or illegal they will be handed to the Police for safe disposal.



## Sanction steps for KS4/Post-16

### Key Stage 4 Process

**Step 1:** The staff member involved discusses the issue(s) causing concern and will take appropriate action. If low level, a conversation and the setting of future expectations may be sufficient. No need to record on SIMS if members of staff feel the matter is resolved.

**Step 2:** If there is a repeated failure to respond to staff requests, this may result in keeping the student in at break or lunch and/or setting agreed targets for either progress or approach to learning. Incident to be recorded on SIMS.

**Step 3:** If the problem remains unresolved or escalates, the staff member involved will inform the Curriculum Director and seek advice/support as is necessary. They can support the class teacher when they speak to the student. Responsibility for their learning/behaviour must be discussed, as well as setting targets to improve, together with clear guidance on what is expected in future lessons. Incident to be recorded on SIMS.

**Step 4:** If the problem remains unresolved or escalates, the class teacher/Curriculum Director may choose to arrange a detention/catch-up session after school. Alternatively, the Curriculum Director may choose to instigate a formal monitoring period using a departmental report card. Parents will be informed. Recorded as an intervention on SIMS.

**Step 5:** If the problem remains unresolved or escalates, the Curriculum Director will consult with the Head of House and a course of action will be discussed. This will be recorded on SIMS as intervention, parents to be informed. Parents may be asked to attend a meeting.

**Step 6:** If after extensive support from the department there is no resolution or an escalation, the Head of House will arrange a meeting with the student and his or her parents. This will be recorded on SIMS as intervention.

**Step 7:** If the problem persists or escalates, the Assistant Principal with responsibility for Pastoral Care and the Head of House will meet with the student and his/her parents to discuss future options.

**Step 8:** If terms and conditions from the outcome of Step 7 are not met, the Principal will make a final decision about the student's place at BOA. This may result in Exclusion (see Exclusions Policy)

### **Note:**

In more serious cases, one or more of the earlier stages of the disciplinary procedure may be omitted at the Principal's discretion.



## **Post 16 Process**

**Step 1:** The staff member involved discusses the issue(s) causing concern and will take appropriate action. If low level a conversation and the setting of future expectations may be sufficient. No need to record on SIMS if members of staff feel the matter is resolved.

**Step 2:** If there is a repeated failure to respond to staff requests, this may result in keeping the student in at break or lunch and/or setting agreed targets for either progress or approach to learning. Incident to be recorded on SIMS.

**Step 3:** If the problem remains unresolved or escalates, the staff member involved will inform the Curriculum Director and seek advice/support as is necessary. They can support the class teacher when they speak to the student. Responsibility for their learning/behaviour must be discussed, as well as setting targets to improve, together with clear guidance on what is expected in future lessons. Incident to be recorded on SIMS.

**Step 4:** If the problem remains unresolved or escalates, the Curriculum Director will consult with the Head of House and a course of action will be discussed. A verbal warning may be issued at this point by the Head of House. This will be recorded on a SIMS as intervention, parents to be informed.

**Step 5:** If the problem remains unresolved or escalates, the Head of House will arrange a meeting with the student and his or her parents. A verbal/second verbal warning may be issued at this point by the Head of House. This will be recorded on a SIMS as intervention, parents to be informed if not present.

**Step 6:** If the problem persists or escalates, the Assistant Principal with responsibility for Pastoral Care and the Head of House will meet with the student and his/her parents to discuss future options. This will constitute either a second verbal warning or a final written warning.

**Step 7:** If terms and conditions of the final written warning are not met, the Principal will make a final decision about the student's place at BOA. This may result in Exclusion (see Exclusion Policy)

### **Note:**

In more serious cases, one or more of the earlier stages of the disciplinary procedure may be omitted at the Principal's discretion.

### **Role of the tutor**

The tutors will monitor both achievement and consequences given to their tutor group. They will guide and advise students in difficulty, and essentially work with subject staff to modify behaviour, attendance and attainment.

### **Role of Curriculum Directors and Curriculum Leaders**

Director/leaders will take an active role regarding departmental rewards, attendance and behaviour management. They are to support subject teachers within their department to facilitate consistency in the expectation of behaviour, the giving of appropriate and meaningful praise/rewards, and the application of appropriate sanctions in response to inappropriate behaviour and underachievement. Directors/Leaders should support staff in line with the steps outlined for KS4 and Post-16 above and when required, in consultation with Heads of House, should contact parents if their child is not maintaining expectations and arrange meetings to help facilitate the expected standards of behaviour.

### **Role of the Heads of House and the Assistant Principal (Pastoral Care)**

The Heads of House are to monitor attendance, rewards and sanctions daily. They are to have an overview of their House and are responsible for supporting and advising departmental staff in response to behaviour management. Very serious matters of discipline or persistent refusal to amend poor behaviour will require immediate and direct action from the Head of House.

The Assistant Principal for Pastoral Care has responsibility for the management of behaviour within the academy. The Heads of House will refer students who are a serious concern to The Assistant Principal (Pastoral Care) who will report to the Principal and a course of action will be decided. The sanctions that are imposed at this level represent a situation which if not rectified will put the student's place in BOA at risk.

### **Rewards**

There is particularly strong focus on praising students who present a positive attitude to learning. Praise points can be issued to any student who in the teachers' judgement has worked well in a lesson, completed work to a high standard or made a positive contribution to the academy (for example through an extra-curricular activity). There will be no fixed guidelines for the issuing of Praise points.

Positive praise should be given by staff to students when appropriate. It is important that both praise and rewards are only awarded to students when deserved.

Post cards and phone calls home are also acceptable and greatly appreciated by both students and parents/carers.

Departmental commendations will also be issued for good and outstanding work.

For students who have work commended on numerous occasions, a Directors Commendation can be awarded.

Attendance certificates will be issued to students with 100% attendance each term and they will be entered into a termly prize draw. Students improve attendance compared to the previous term will also gain an entry.

A prize will be awarded to the student with highest KS4 and Post-16 praise points total in each house.

The House with the Highest praise points each term will take possession of the Praise point trophy.

### **Principal's Commendation**

These are awarded to recognise outstanding achievement in any aspect of the academy life.