

## **Behaviour Policy**

Creating the right environment for learning

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**This is a statutory policy. Good behaviour is a core part of a successful Academy. At Erdington Academy, we want to foster good behaviour, self-discipline and resilience to prepare every child for the world beyond the Academy.**

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Erdington Academy aims to provide the highest quality education, maintaining a disciplined, caring environment in which teachers can teach and pupils can learn. Our Behaviour Policy rests on a set of shared values:

- The right of all members of the Academy and wider community to be treated with dignity and respect.
- The right of all members of the Academy and wider community to work in a clean, well-resourced and well-cared for physical environment.
- The right of all members of the Academy and wider community to be safe and secure at all times from any threat to their personal well-being.

The central principle of our Behaviour Policy is that we should all treat each other as we ourselves would wish to be treated. We encourage respect for everyone as an individual, making sure our words and actions do not cause inconvenience or offence to anyone. Erdington Academy's Home Academy Agreement encompasses our shared values and is signed by parents, pupils and the Academy (Appendix A).

In order to safeguard their own rights and the rights of others, it is necessary for all members of the Academy community to accept a number of responsibilities.

### **Code of Behaviour/Conduct**

The Academy's Behaviour Policy sets out to clarify the responsibilities which are shared by everyone involved in the community of Erdington Academy. The policy relates specifically to the following areas of Academy life and pupil behaviour in the wider community:

- Respect for others, through good manners, acceptance of differences, and the ability to work cooperatively with and alongside other pupils and staff and in the local community
- Respect for property, the Academy and the wider community, through care for the environment, personal possessions and Academy equipment
- Honesty and fairness in relationships with pupils and staff, and contributions to the community
- Good attendance and punctuality
- Pride in appearance and personal hygiene
- Good personal organisation
- Effort and commitment towards academic achievement, and constructive participation in all aspects of Academy life

- Effort and commitment towards the development of positive social and working relationships with staff and pupils in the Academy, and in the community

In summary, the Academy Behaviour Policy aims to:

- Promote self-discipline and proper regard for authority; encourage good behaviour and respect for others.
- Help pupils develop confidence in their skills and abilities; foster in pupils the organisational skills they will need in order to apply their abilities effectively
- Encourage pupils to work hard, and show effort and persistence with work which is difficult
- Develop pupils' social and interpersonal skills, and enable them to get along well with their peers and with adults
- In order to safeguard each pupil's happiness and well-being, and ensure the highest standards of personal achievement for all. Any allegation that a pupil may make about a member of staff is considered most serious and the investigation into such situations would be conducted by Leadership. If through investigation, it is found that a pupil has made a malicious allegation about his/her teacher the following action will be taken:
  - a. A fixed term exclusion for the pupil will be imposed.
  - b. The pupil may be removed from the teacher's lessons to work with another member of staff.
  - c. This decision will be made with the member of staff concerned.
  - d. Staff will be reminded of procedures to keep themselves safe and not be alone in the company of or have conversations with the pupil on their own.
  - e. If the pupil makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

Erdington Academy will not tolerate any dangerous items brought on site. If it is deemed that items threaten the safety or well-being of any member of the Academy or wider community these items will be confiscated and the police may be involved.

In line with Erdington Academy's Behaviour Policy, pupils may be disciplined for:

- a. any misbehaviour when a child is:
- i. taking part in any Academy organised or Academy related activity;
  - ii travelling to and from the Academy;
  - iii wearing Academy uniform;
  - iv in some other way identifiable as a pupil at the Academy.
- b. Misbehaviour at any time, whether or not the conditions above apply that:
- i. could have repercussions for the orderly running of the Academy;
  - ii poses a threat to another pupil or member of the public;
  - iii poses a threat to the staff or adults of the Academy;
  - iv could adversely affect the reputation of the Academy.

### **Power to search without consent:**

Legislation allows Erdington Academy staff to search pupils without consent if it is believed that a pupil has brought into the Academy any prohibited item(s). Prohibited items could include such things as;

weapons, knives, alcohol, illegal drugs, aerosols, e cigarettes, lighters & matches, lazars, screw drivers, BB guns, adapted items with a blade, fireworks and stolen items. The list is not exhaustive.

The Academy frequently arrange for the Police to use a knife arch to keep all children safe. We expect every child to cooperate with the Academy whenever a knife arch is present.

The police will be informed if pupils bring into the Academy prohibited items that are considered a threat to the safety and well-being of any member of our Academy community. Any found item(s) will be handed over to the police and the Permanent Exclusion of the pupil will be considered.

Our ability to discipline pupils and maintain an orderly and safe environment in the Academy can on occasion rely on the confiscation of items from pupils. Any item that is confiscated (see above for Prohibited Items) is placed in a 'Quarantined Property Envelope' and placed in the Academy safe. Parents are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement is made for the pupils to either take the item home at the end of the Academy day, or for parents to collect the item(s) from the Academy reception.

### **Academy Approach**

At Erdington Academy we adopt the '*First time, every time*' strategy. This is an expectation that every student will follow the reasonable instructions of the teacher, first time, every time and without challenge or question. Failure to follow this basic simple strategy will lead to a sanction. In association with this strategy is a simple framework adopted by all class teacher for every lesson; '*4 to start*' and '*4 to finish*'.

The Academy uses a range of strategies to maintain good discipline. These strategies include; -

**Reports;** There are three levels of report - Form Tutor, Pastoral or Head of House.

**Form Tutor Isolation;** Often used for uniform and equipment issues

**Detentions;** A 30-minute immediate detention can be issued for behavioural, attendance or academic issues. The Academy will text parents to inform them of the detention. The academy is legally entitled to use detention as a means of sanctioning poor behaviours. A 60-minute detention may be issued for missing a detention or as a more serious sanction.

**Internal Isolation:** When students persistently misbehave, or involved in a serious incident they may be put into Internal Isolation (I.E) Students are kept away from the rest of the school for a full school day, receiving food in the room and being escorted to the WC.

**Behaviour Panel:** Students who have a record of persistently poor behaviour may come before the Behaviour Panel. The Panel consists of a Senior staff member, the SENCO and a member of the Pastoral Team. Students are asked to account for their poor behaviour and given close support and guidance to change their behaviour.

**Passport Programme:** This is normally limited to Year 7 and 8 students who are vulnerable to a fixed term exclusion. Students are placed in the isolation unit of a neighbouring school for a period of up to four weeks as a temporary measure.

**Managed Move:** To prevent a possible Fixed Term Exclusion, the academy may work with a neighbouring school to offer a student a fresh start to school. The Academy is part of the FMAT Trust and may use the Trust schools as either a temporary or permanent alternative to attending Erdington Academy. The move would not be viewed as an exclusion, but seen as a positive strategy to give students an opportunity to have a fresh start.

**Fixed Term Exclusion (FTE);** This strategy is used for two main reasons; a serious breach of the Behaviour policy, or for persistent disruptive behaviour where all other strategies have failed to rectify behaviour. The Headteacher is the only person who can exclude a student. All incidents are investigated by the Pastoral Team and checked by the Deputy Headteacher.

The academy complies with DfE statutory guidelines on exclusions (2012). Most FTE's are limited to 5 days, but in special circumstances, there is the facility to extend the FTE to up to 45 days.

As part of the Fixed Term Exclusion process, we expect all Parents to comply with the information contained in the letter of exclusion and accompany their child at a re-

integration meeting at the Academy. Students who return to the academy without a re-integration meeting without their parents/carers present will remain in IE until the meeting can take place. All students returning from a period of exclusion will spend a proportionate amount of time in I.E.

**Permanent Exclusion:** Is the very last resort if all other strategies have failed to make an impression of the Students behaviour. In such circumstances, the academy will hand deliver a letter inviting the Parents or Carers and the student to a Hearing. The Academy will share a pack of information with the Parents/Carers as part of the process.

In addition to the range of strategies used internally, there are several external strategies available; -

**Alternative Timetable;** The academy can utilise on a temporary or permanent basis alternative providers who offer half day, full day or two day programmes. The decision to use such a strategy is dependent on the individual and budget constraints.

**Alternative Provision:** This is a full time place at an Alternative Place of Education approved by the Trust. Such placements are very expensive and are used sparingly. Students whose behaviour is likely to lead to a Permanent Exclusion are often considered for such placements.

## Respect

Good Practice	Positive Indicators	Rewards / Outcomes	Personal Development	Sanctions	Support
Self-respect	<ul style="list-style-type: none"> <li>• Pupils who actively participate in Academy life and extra-curricular activity</li> <li>• Pupils who share their own ideas</li> <li>• Pupils who ask questions and give answers</li> <li>• Smart appearance. Taking care of their appearance</li> <li>• Being organised – equipment</li> <li>• House system</li> <li>• Responsibility for themselves and their work/equipment</li> <li>• Supporting others</li> <li>• Maintaining planner to a high standard</li> </ul>	<ul style="list-style-type: none"> <li>• Commendations and merits for good role models</li> <li>• Celebrate the role Models</li> <li>• Celebration assemblies</li> <li>• Culture days</li> <li>• Badges / trophies /House rewards</li> <li>• Academy colours</li> <li>• Pictures in press</li> <li>• Praise postcards</li> <li>• Commendation / Merit certificates</li> <li>• Articles in Academy Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Do well at the Academy</li> <li>• Prepare for the future</li> <li>• Positive life skills</li> <li>• Role models for life</li> <li>• Interactions in the community will be positive</li> <li>• Pupil voice</li> <li>• Working in teams</li> <li>• Life skills</li> </ul>	<ul style="list-style-type: none"> <li>• Letters home</li> </ul>	<ul style="list-style-type: none"> <li>• Form Tutor / House involvement</li> <li>• PSHE</li> <li>• Involvement of parents</li> <li>• Progress Mentors</li> <li>• Prefects</li> <li>• Targets</li> <li>• Praise</li> <li>• Academy Council</li> </ul>

### Personal Organisation

Examples of Good Practice	Positive Indicators	Rewards / Outcomes	Personal Development	Sanctions	Support
<ul style="list-style-type: none"> <li>• Planners up to date</li> <li>• Arriving with full equipment to the Academy</li> <li>• Pupils in correct uniform, including Academy bag / PE Kit</li> <li>• Know timetable</li> <li>• Know expectations</li> <li>• Up-to-date homework, classwork and coursework</li> <li>• High standards Of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 95% Attendance</li> <li>• 100% punctuality to lessons and Academy</li> <li>• Neat and appropriate uniform, including bag and PE Kit</li> <li>• Enthusiastic &amp; motivated approach</li> <li>• Achieving &amp; making progress in learning &amp; achieving Target grade according to their ability</li> <li>• Role of Form Tutor</li> <li>• House system</li> </ul>	<ul style="list-style-type: none"> <li>• Praise from staff</li> <li>• Recognition through rewards, House system</li> <li>• Celebration in assemblies</li> <li>• Contact/praise to/from parents</li> <li>• Substantial rewards</li> <li>• Academy reference</li> <li>• Attendance at Academy events</li> </ul>	<ul style="list-style-type: none"> <li>• Increased self esteem</li> <li>• Increased self confidence</li> <li>• Effective communicators</li> <li>• Ability to apply skills in range of situations</li> <li>• Ability to work alone (developing independence) and with others</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Hierarchical sanctions</li> <li>• Contact parents</li> <li>• Appointment with parents</li> <li>• Loss of privilege</li> <li>• Exclusion / Isolation</li> <li>• Report Cards</li> <li>• Target Cards</li> <li>• Detentions</li> </ul>	<ul style="list-style-type: none"> <li>• Target setting via Tutors and Heads of House</li> <li>• Equipment/planner/book checks</li> <li>• Target setting via class teachers / Learning Support</li> <li>• Target setting via parents</li> <li>• Tutor time</li> <li>• Peer support/pressure</li> <li>• Regular uniform checks</li> <li>• Progression through PSHE prog</li> <li>• External agencies</li> <li>• Alternative curriculum, e.g. work related learning and disapplication</li> <li>• Providing planners for pupils</li> <li>• Provision of Progress Mentors</li> <li>• Academy shop</li> </ul>

### Self-Discipline

Examples of Good Practice	Positive Indicators	Rewards / Outcomes	Personal Development	Sanctions	Support
<ul style="list-style-type: none"> <li>• Knowing boundaries</li> <li>• Following rules and sanctions</li> <li>• Resist peer Pressure</li> <li>• Self-control</li> <li>• Politeness</li> <li>• Form Tutor</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance / punctuality</li> <li>• Form Tutor</li> <li>• Attendance League</li> <li>• Uniform</li> <li>• Pride in appearance</li> <li>• Good planner</li> <li>• Good presentation of work</li> <li>• Willingness to participate</li> <li>• Rewards</li> <li>• Parents involved</li> <li>• Completion of homework</li> <li>• Involved in clubs</li> <li>• Raised profile out of Academy</li> <li>• More mature relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Positive verbal praise</li> <li>• Praise postcards</li> <li>• Certificates / House Points / prizes / awards</li> <li>• Given responsibility</li> <li>• Praise board</li> <li>• Better grades</li> <li>• Reward trips</li> <li>• Positive profiles</li> <li>• Recognition from parents</li> <li>• Feedback through planners</li> <li>• Merits/Commendations/ stickers</li> <li>• Less conflict 'fun' atmospheres</li> <li>• Better learning environment</li> <li>• Awards Assembly - high profile celebration of achievement</li> <li>• Newsletter / newspaper items</li> <li>• Attendance at special events</li> </ul>	<ul style="list-style-type: none"> <li>• Good career prospects</li> <li>• Social skills</li> <li>• Citizenship / good citizens</li> <li>• Praise board</li> <li>• Parenthood</li> <li>• Well developed social skills</li> <li>• Confidence and competence</li> <li>• Trustworthy and others</li> <li>• Increased self esteem</li> <li>• Identify House ties</li> </ul>	<ul style="list-style-type: none"> <li>• Parental Involvement</li> <li>• Tutor involvement</li> <li>• Targets set</li> <li>• Detentions</li> <li>• Letters home</li> <li>• Internal exclusions</li> <li>• Loss of privileges</li> <li>• External exclusions</li> <li>• Mentoring</li> <li>• Up Close and Personal</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Behaviour Plans</li> <li>• Form Tutor</li> <li>• Parents</li> <li>• Agencies</li> <li>• External agencies (massive variety)</li> <li>• Listening</li> <li>• Buddies /peer /Prefects</li> <li>• Alternative curriculum</li> <li>• Mentoring</li> <li>• House Captains</li> <li>• Extra-curricular</li> <li>• More responsibility</li> <li>• Praise</li> <li>• Learning Support /funding statements</li> <li>• Equipment checks</li> <li>• Homework Club</li> <li>• Incentives</li> <li>• Reward system</li> <li>• 'Problem pupil' staff meetings to discuss techniques</li> <li>• Pastoral Support Plans</li> <li>• IBP (individual Behaviour Plan)</li> <li>• PSHE</li> <li>• Progress Mentors</li> </ul>

## Pride in Appearance

Examples of Good Practice	Positive Indicators	Rewards / Outcomes	Personal Development	Sanctions	Support
<ul style="list-style-type: none"> <li>• Smart, full uniform</li> <li>• No extremes in hair styles</li> <li>• Clean, hygienic</li> <li>• Absence of jewellery</li> <li>• Uniform worn appropriately</li> <li>• Discreet make-up (KS4)</li> <li>• No make-up (KS3)</li> <li>• No false eyelashes or nails</li> <li>• No body piercing or tattoos</li> </ul>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Belong to Academy</li> <li>• Equality</li> <li>• Improve profile of Academy</li> <li>• Reputation of Academy</li> <li>• Visibility in community and future employers</li> <li>• Staff code of dress</li> <li>• Role models</li> </ul>	<ul style="list-style-type: none"> <li>• Better prospects</li> <li>• Personal pride</li> <li>• Privileges - mentor jobs</li> <li>• Praise</li> <li>• Prefect applications</li> <li>• Role model</li> <li>• Reference</li> <li>• Commendation – when representing the Academy</li> <li>• Praise postcards</li> <li>• Involvement with TV / Media</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for adult life</li> <li>• Self esteem</li> <li>• Team play</li> <li>• Example to younger members of Academy - role model</li> <li>• Extended experience further opportunities</li> <li>• Sense of belonging with House / Academy</li> <li>• Identity - House coloured ties</li> </ul>	<ul style="list-style-type: none"> <li>• Sticker in planner for uniform infringement</li> <li>• Home in extreme circumstances</li> <li>• Withdrawal from lessons</li> <li>• Contact</li> <li>• Remove make-up / nail polish</li> <li>• Uniform checks</li> <li>• Consistency</li> <li>• Confiscation of unnecessary items</li> </ul>	<ul style="list-style-type: none"> <li>• Financial support</li> <li>• Washing kit</li> <li>• Head of House to have cotton wool and cleanser for make-up / nail polish remover</li> </ul>

Diagram showing the Sanctions for Poor Behaviour



