

## Behaviour Policy Erdington Academy

Creating the right environment for learning

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

### Contents

Values and Principles.....	2
Scope of the Policy .....	2
Code of Behaviour/Conduct.....	3
Allegations: .....	4
Roles and Responsibilities .....	5
Monitoring Behaviour .....	6
Strategies to Maintain Good Behaviour.....	7
Sanctions.....	7
Supportive Strategies .....	7
Internal .....	8
External .....	8
Legal Powers.....	8
Corrections (Detentions).....	8
Power to search without consent:.....	9
Physical Restraint.....	9
Glossary .....	10

## Values and Principles

Erdington Academy aims to provide the highest quality education, maintaining a disciplined, caring environment in which teachers can teach and students can learn. Our **Behaviour Policy** rests on a set of core values central to the Fairfax Multi Academy Trust:

Trust Value	Exhibited Behaviour
<b>Excellence</b> We strive for the highest quality to ensure excellent outcomes	We ensure our uniform is smart and professional at all times of the school day.
<b>Dedication</b> We believe there is dignity in hard work and effort	We show dedication through our high levels of attendance and by demonstrating that we are punctual at all times.
<b>Integrity</b> We believe in openness and transparency	We are honest; we use restorative conversations to address issues and identify clear steps forwards.
<b>Tradition</b> We believe in old fashioned manners, courtesy and respect	We are respectful, welcoming and well-mannered through our interactions with students, staff, visitors and the community.
<b>Ambition</b> We want the very best for our students	We aim to be the best person we can be; always challenging ourselves to improve.

We believe in:

- The right of all members of the school and wider community to be treated with dignity and respect.
- The right of all members of the school and wider community to work in a clean, well-resourced and well-cared for physical environment.
- The right of all members of the school 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.

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

## Scope of the Policy

This policy should be read in conjunction with a range of other policies relating to student behaviour; Safeguarding Policy, Anti Bullying Policy, Rewards Policy and the School Uniform Policy. In addition, the Student Planner contains the school Rules and the Code of Conduct

## Code of Behaviour/Conduct

The school'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 school life and student behaviour in the wider community:

- Respect for others, through good manners, acceptance of differences, and the ability to work cooperatively with and alongside other students and staff and in the local community
- Respect for property, the school and the wider community, through care for the environment, personal possessions and school equipment
- Honesty and fairness in relationships between students 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 school life
- Effort and commitment towards the development of positive social and working relationships with staff and students in school, and in the community

In summary, the school Behaviour Policy aims to:

- Promote self-discipline and proper regard for authority; encourage good behaviour and respect for others
- Help students develop confidence in their skills and abilities; foster in students the organisational skills they will need in order to apply their abilities effectively
- Encourage students to work hard, and show effort and persistence with work which is difficult
- Develop students' social and interpersonal skills, and enable them to get along well with their peers and with adults
- Safeguard each student in terms of their happiness and well-being and to ensure the highest standards of personal achievement for all.

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

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

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

## Allegations:

Any allegation that a student may make about a member of staff is considered most serious and the investigation into such situations would be conducted by a member of the Senior Leadership Team. If, through investigation, it is found that a student has made a malicious allegation about his/her teacher the following action will be taken:

- a. A fixed term exclusion for the student will be imposed.
- b. The student may be removed from the teacher's lessons to work with another member of staff.
- c. Decisions will be made following input from the member of staff concerned, but solely determined by this/these conversations
- d. Staff will be reminded of procedures to keep themselves safe, not be alone in the company of the student or to have conversations with the student on their own.
- e. If the student makes a second malicious allegation against a member of staff, permanent exclusion will be considered.

## Roles and Responsibilities

**Students** are responsible for their learning. This means coming to school each **day** with the equipment needed to access their learning. Students are responsible for managing their own behaviour to ensure they can learn and make good progress. Students are equally responsible for reporting any concerning matters to a member of staff. Students must demonstrate the FMAT values through their behaviour both in and out of school.

**Class Teachers** are responsible for the students in their class. This means establishing the right environment for student to learn and to make progress, developing routines to establish habits and to use professional integrity to develop positive relationships with their students. Teachers should employ a wide range of de-escalation strategies to manage the behaviour of their students before resorting to sanctions. Each lesson should be viewed as a fresh start for both teacher and student.

**Form Tutors** are responsible for the students in their Form Group, ensuring students have the correct uniform and equipment, checking planners daily (required to be carried at all times). Form tutors are the first point of contact for students and for parents / carers. Contact should be made regularly throughout the year with a focus on student performance, behaviour and attendance. The aim of the Form Tutor is to develop the independence and self-awareness of all students, instilling British Values. Form Tutors need to inform their respective House Manager about their students.

**House Managers** are responsible for the day to day operational management of their House. This includes the pastoral care of students; their behaviour for learning, reintegration meetings and subsequent support planning, attendance monitoring, whilst supporting the Form Tutors in their house team. House Managers will contact parent/carers to discuss strategies to challenge poor behaviours which lead to corrections, isolation and fixed term exclusions. House Managers are responsible for ensuring the communication of key performance indicators for the students within their House to all stakeholders and to the team around specific students. House Managers, play a key role in the development of the Pastoral Operations Plans, and to ensure consistency and challenge.

**Leadership House Leads** should work closely with the House Managers through daily contact and weekly meetings to discuss the progress and concerns surrounding students within their house. The Leadership House Lead should work with the House Managers to complete the Pastoral Operations Plans each month, in tandem with the Attendance and Achievement leads. The main focus of support from the LHL would be working closely with "higher tariff" students and their families.

**The Inclusion Co-ordinator** is responsible for managing students who are placed in isolation (Internal Exclusion or IE) for breaching the school rules or missing Corrections. Students in isolation will be supported through a structured approach to providing the student an education that mirrors that of the curriculum in the classroom. The students will have isolated break and lunch time opportunities, and structured times for community service to 'pay back' Erdington Academy and the community.

**The Pastoral Manager** is responsible for the management of the House Managers and Leadership House Leads, taking an overarching view of the trends and patterns emerging. The Pastoral Manager supports and advises the House Managers in issues relating to; student performance and behaviour; collates the data; leads the delivery of Corrections; plays an integral part of the development of timely supportive interventions for students hitting key indicators; and reports to the Assistant Head Teacher of Behaviour and Inclusion.

**The Assistant Head Teacher (AHT) of Behaviour and Inclusion** has responsibility for overseeing aspects of school life at Erdington Academy and is accountable to the Head Teacher. The AHT Behaviour and Inclusion has an overarching responsibility of behaviour and inclusion across the school, leading teams of staff to provide timely interventions to support students. The role requires strategic forward planning of student placements through managed moves and alternative curriculums/provisions to avoid a permanent exclusion.

**Deputy Head Teacher** has a general overview of the behaviour systems in school and is kept up to date with key behaviour issues. They are responsible for providing advice and guidance on difficult behaviour situations and will meet with parents/carers and external agencies where necessary. The DHT will make decisions linked to behaviours and sanctions in the Head Teachers absence.

**The Head Teacher** has overall responsibility for behaviour across the school and holds all post holders in this hierarchy to account. The Head Teacher receives a weekly behaviour report from the Assistant Head Teacher for Behaviour and Inclusion. The Head Teacher makes the decision about Fixed Term and Permanent Exclusion. The Head Teacher meets with Parents/Carer if all other strategies have been unsuccessful.

**The Associates** hold the Head Teacher to account for the behaviour in the school. The Associates receive half termly reports from the Head Teacher through the Head Teachers Report. The Associates will hold an Associates Panel meeting once a half term where it is necessary to meet Parents/Carers of students vulnerable to, or who have received a FTE. These Panel Meetings are also celebratory for students who have made progress with turning themselves around.

## Monitoring Behaviour

The Academy has a policy of swift intervention with issues of behaviour. Parents/Carers will be involved when we have concerns around poor behaviour. There are a number of methods by which behaviour is monitored and interventions considered:

1. House Meetings where initial concerns are raised and discussed
2. Pastoral Team Meetings monitor the progress of students through key performance indicators
3. Reports; at a range of levels; to closely monitor students' behaviours and celebrate the successes

4. Student Support Forum discusses any student who is vulnerable to, or has previously received a fixed term exclusion. Referrals to external agencies are made from this Forum where there is a serious concern of a school place being in jeopardy
5. Behaviour Panel interviews students who are showing signs of persistent behavioural issues

## Strategies to Maintain Good Behaviour

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, a simple framework is adopted by all class teachers for every lesson; '4 to start' and '4 to finish'.

The Academy has a wide range of strategies, many form part of the intervention and support programmes available, however there is a need for sanctions when a student has breached school rules (not exhaustive):

### Sanctions

- Verbal warnings
- Written warnings
- Moving seat within a classroom - 20minutes same day behaviour Correction
- Removal from Class - 40 minute same day behaviour Correction
- Restorative Conversations
- Behaviour/Faculty/Punctuality Reports
- Sanction Room for use during social time
- A period of time in Isolation
- Community Service
- Fixed Term Exclusion
- Managed Move to another school in the Trust
- Managed Move to a Sharing Panel School
- Removal from school into Alternative Provision
- Permanent Exclusion

### Supportive Strategies

#### Internal

- Restorative Conversations
- Mediation Meetings
- Parental Contact/Meetings
- Reports (Form Tutor, Head of House, Leadership, Faculty, Punctuality)
- Behaviour Contracts
- Student Passports
- Student Learning Plans
- Learning Zone Programmes (discussed at Student panel)

- Alternative Curriculum
- Behaviour Panel
- Extra Curriculum Sporting activities
- Time out cards
- Mentoring
- Counselling
- Boxing Interventions
- In school Rugby Interventions
- Positive Handling Plans

## External

- Foundations for the Future (Mentoring in small groups or 1:1)
- Rugby Interventions (Erdington Rugby Club)
- Wickets Interventions (Cricket focused)
- City of Birmingham Outreach Team
- City of Birmingham Improving Behaviour Course
- Forward Thinking Birmingham referral
- ADHD Team referral
- Student and School Support referral
- Community Paediatricians referral
- Educational Psychologist referral

## Legal Powers

### Corrections (Detentions)

The law on detentions states...

*"By virtue of Section 92 of the Education and Inspections Act 2006, there is a legal right for teachers to detain students after the end of a school, academy or college session or on most weekends, without parental consent."*

The Academy corrections begin at 3.00pm. In most cases, detentions will be 20 minutes, where students have accumulated more corrections in one day they will complete either 40 minutes or 60 minutes.

Should the student receive a correction during the first four periods of the day, they will complete the correction that night. Corrections given during period 5 will roll over to the next day. The school will send a text message out to Parents/Carers to give notice. Students refusing to complete the correction will be placed in Isolation for the day and complete the outstanding correction too.

## Power to search without consent:

The law says...

*"In England, sections 550ZA and 550ZB of the Education Act 1996 empower a head teacher to search a student or a student's possessions if the head teacher has reasonable grounds for suspecting that the student has a 'prohibited item' i.e. a knife, an offensive weapon, alcohol, controlled drugs, stolen property, an article that may be used to commit an offence or to cause injury or damage or any other item which the school rules identify as an item for which a search may be made."*

This legislation allows Erdington Academy staff to search students without consent if it is believed that a student has brought into school any prohibited item(s). Prohibited items could include such things as:

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

The school has frequent liaison with the Police and will arrange to use a knife arch as an additional strategy to keep all children safe. We expect every child to co-operate with the school whenever a knife arch is present. The Leadership team and Pastoral team will also carry out random searches and may use a wand to indicate any banned items or weapons.

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

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

## Physical Restraint

Using the July 2013 guidance from the DfE in the Use of Reasonable Force is the guiding set of principles used to determine if Physical Force on a child is necessary, reasonable and proportionate. Every effort will be made to avoid using physical force, however, the school, reserves the right under law to employ physical restraint practises if a child is in danger or at risk of endangering others or damaging property. Key Staff in the school have been trained in positive handling techniques to manage such events.

## Glossary

**Isolation (I.E/ Isolation).** This is a room away from the main part of the school. Students sit in individual booths and work is completed in line with their original timetable and Key Stage. The work completed follows the curriculum as closely as possible in order to ensure students are not missing out on their learning. They are expected to work in silence. They are not entitled to hot food in I.E. students are escorted to the canteen for a cold lunch and to the toilet. Students get two breaks during the day, taken in the room.

**FTE – Fixed Term Exclusion.** This is a period of time spent at home (Between 1 and 15 days), supervised by responsible adults. Work is provided by the Academy and we expect it to be completed.

Students are not allowed out of the house during the hours of 8.45am to 3.15pm. Students identified out of school may get their exclusion extended for breaching the rules on FTE. Parents/carers should attend a re-integration meeting upon return to school to revisit expectations and agree to any support plans required.

**Managed Move** – An agreement to provide a student encountering difficulties at Erdington Academy with an opportunity to have a fresh start at a new school. This is usually a 12 week programme which if successful, leads to the host school taking the student onto their roll.

**PEx – Permanent Exclusion** – This is the ultimate and final sanction available to the Academy. Permanent Exclusion means that Parents and the students meet the Governors at a Hearing and the Governors take the decision to terminate the place at the Academy. Students then become part of the City of Birmingham School (CoBS). This is a Student Referral Unit (PRU) for all Permanently Excluded students in the area.