

BOA

Behaviour Handbook

To include:

- **Code of Conduct**
- **Expectations in lessons**
- **Rewards and Sanctions**

Date of Issue: September 2020

Date of Review: September 2021

BOA Behaviour Policy

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 the Behaviour Handbook

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. Students will be required to develop a concept of discipline and self-respect. Staff will work with students to cultivate these qualities as they progress through BOA. As a consequence 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 Behaviour Handbook

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 Behaviour Handbook

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 2020

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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/use 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
- **Complete work to a standard comparable with but not limited to target grades**
- 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

We expect teachers and other adults to:	We expect students to:
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.

Unacceptable behaviours

The following list identifies behaviours which are considered unacceptable and will be met with appropriate sanction

Disregard for staff instructions
Use of mobile phone
Bullying behaviour
Physical/violent behaviour towards others
Inappropriate comments/actions (verbal/non-verbal)
Not following the Academy expectations

*This list is not exhaustive

Sanctions

Teacher/student conversation
Loss of personal time (break/lunch)
Class teacher detention/department detention
Parental/carers contact

Department report
Pastoral Detention
Pastoral report
Isolation
Fixed term exclusion
Permanent exclusion

Role of the class teacher

The class teacher is responsible for delivering a well-planned lesson using appropriate teaching which includes pace and challenge and should draw on student experience and value contributions

Take the register and ensure that students answer with an appropriate response eg Sir/Miss/Here.

Include routines which create an appropriate learning climate

Monitor the classroom to ensure that work is being undertaken as directed and the environment is respected.

Deal with concerns in line with key stage flow chart guidance.

Role of the Tutor

The tutor is responsible for developing group identity and reinforcing awareness of the academy code of conduct and behaviour expectations.

To monitor and discuss behaviour and praise comments issued by teaching staff with members of the tutor group.

To keep parents informed of concerning/increasing behaviour concerns and positive work/behaviour identified by teaching staff

Deal with concerns in line with key stage flow chart guidance.

Role of all teaching staff

To issue praise points for good work in lessons/test/exam results and for positive/good verbal contributions to lessons.

To deal with appropriately/challenge any behaviour concerns which occur in lessons.

To monitor and intervene with any infringement in corridor behaviour travelling between lessons.

All members of staff have a responsibility to 'actively' manage/support colleagues with any concerns in the corridor in which they teach.

Deal with concerns in line with key stage flow chart guidance.

Role of the Director/Curriculum lead

Will be the first port of call subject behaviour concerns

Deal with concerns in line with key stage flow chart guidance

Behaviour to be a set item in department meetings. Focus to be on development of positive approaches to behaviour management.

To provide behaviour management support for department staff on both a class and individual student level.

Review department behaviour reports on a half termly basis with Assistant Principal Pastoral Care

Role of the Head of House

To provide proactive support for individual students, class teacher and Director/Curriculum Leads.

Ensure that tutors provided required guidance and mentoring support for tutees in all aspects of academy life including behaviour and rewards.

To ensure tutors make appropriate contact with Parents/Carers when required.

Identify challenging students and ensure appropriate support mechanisms are put in place.

Monitor and track, behaviour, praise and attainment data.

Right to Search

In line with 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.

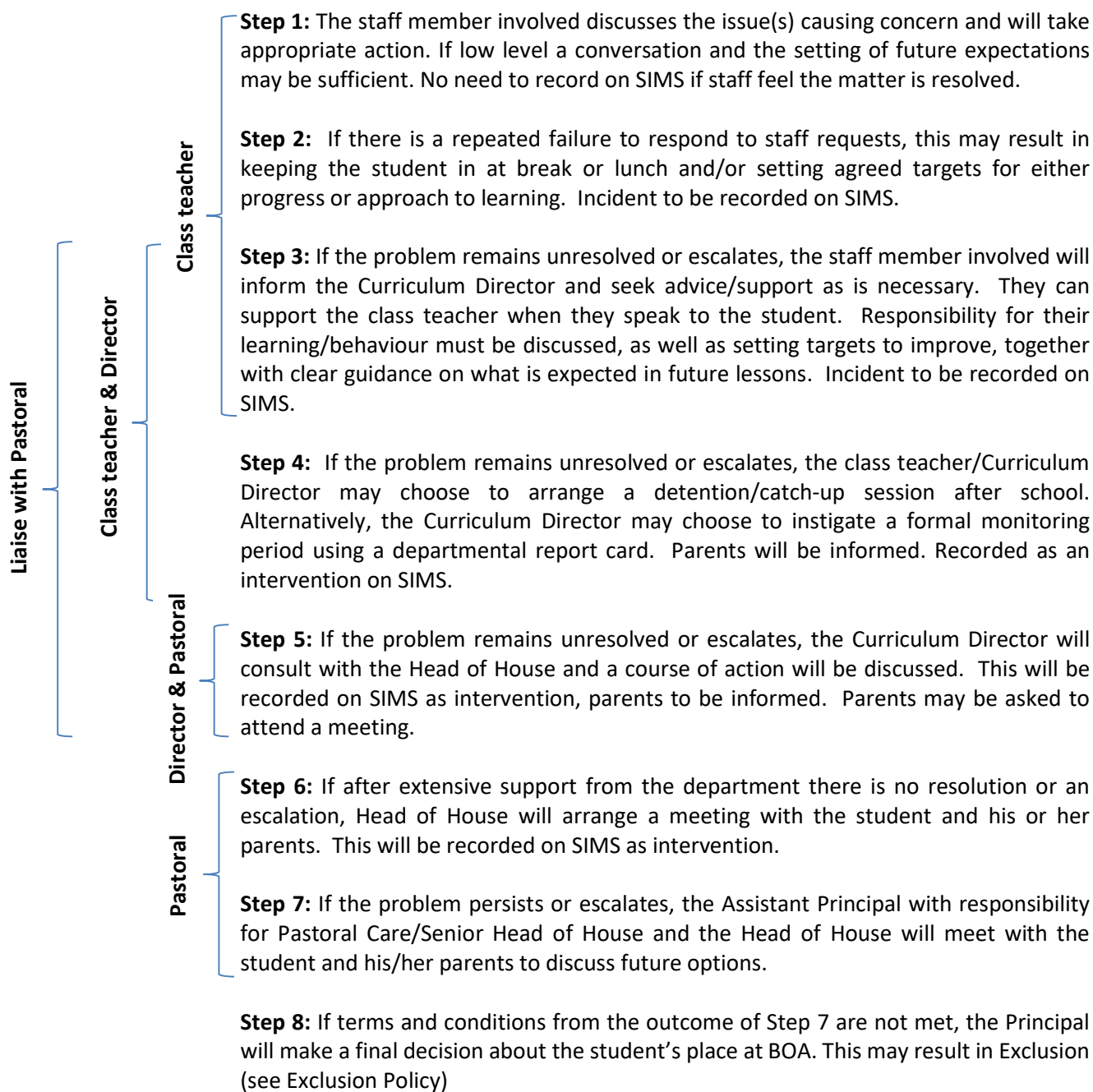
Similarly, students can expect to be physically restrained if they present a danger to themselves or other members of the community.

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

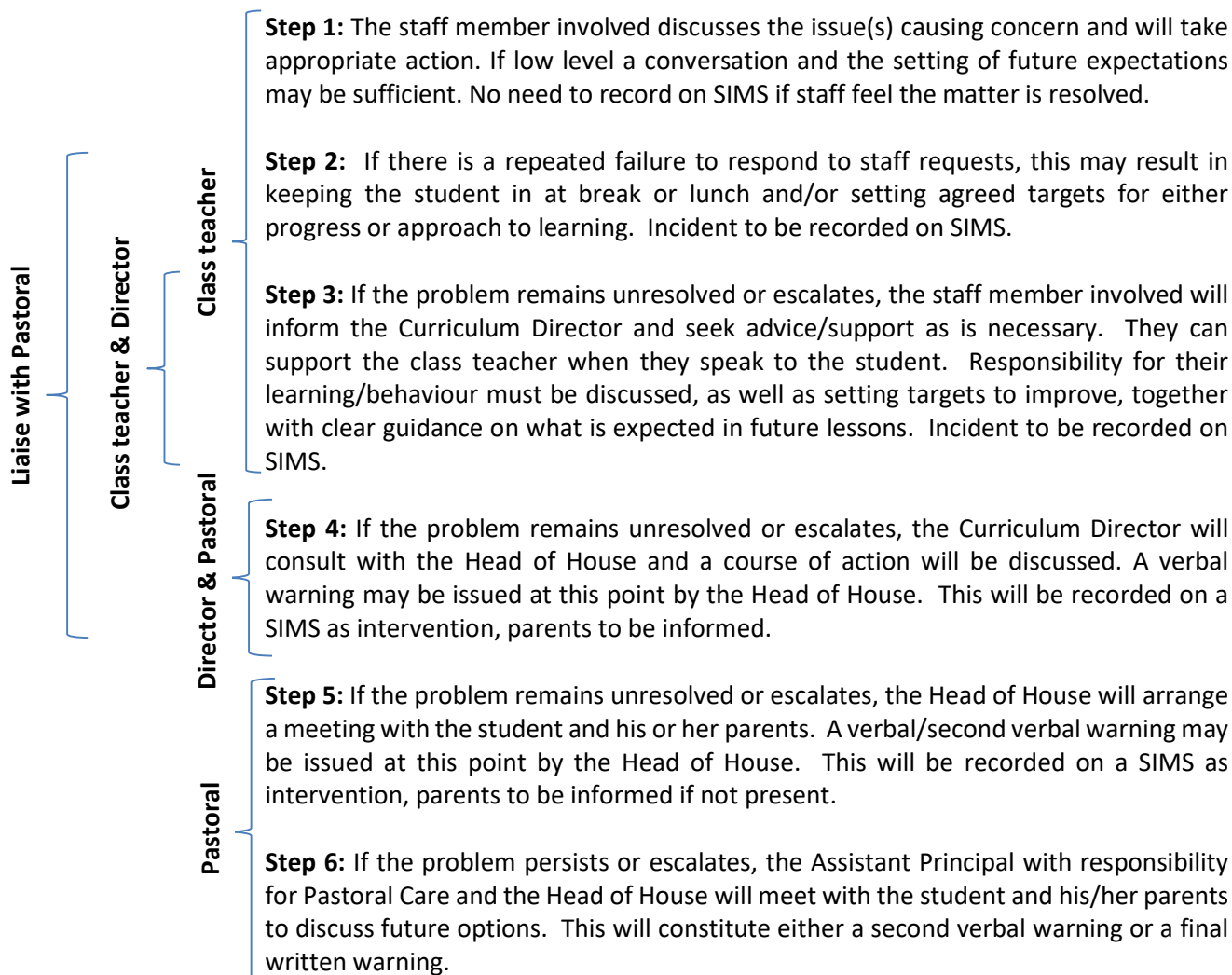
Key Stage 4 Process



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 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.

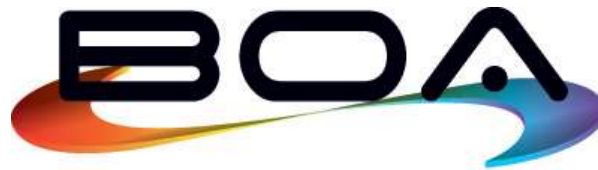
Positive praise should be given by staff to students when appropriate. It is important that both praise and rewards are only awarded to students when deserved.

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.

Behaviour policy: coronavirus addendum

Birmingham Ormiston Academy



Birmingham Ormiston Academy
imagine everything

Approved by:	Alistair Chattaway	Date: 1/6/20
Last reviewed on:	1/6/20	
Next review due by:	29/6/20	

Contents

1. Scope	13
2. Expectations for pupils in the Academy	13
3. Expectations for pupils at home	14
4. Monitoring arrangements	14
5. Links with other policies	15

1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal behaviour policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in the Academy

2.1 New rules

When pupils are in the Academy, we expect them to follow all of the rules set out below to keep themselves and the rest of Academy community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact **Derek Pitt, Assistant Principal**, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

- There will be a delayed start to the academy day to allow students to travel to BOA out of 'rush hour' on public transport. The day will begin at 10am and cease at 2:30pm
- Students will be instructed to ensure they wash and sanitise hands on a regular basis, particularly prior to and after eating
- Students must continue to respect the '2 metre rule' during all social times and remain aware of their proximity to others around the Academy site.
- When queuing at the following areas - reception, IT support, the Pastoral Office, the vending machine and so on – students must pay attention to the 2 metre markings in place.
- A one-way system is in operation. Students should follow the one-way system as signposted where possible.
- Students should avoid touching their mouths, noses and eyes, and must follow the 'catch it, bin it, kill it' rule when coughing and/or sneezing. Tissues should be disposed of in the pedal bins.
- If a student feels they are experiencing any known symptoms of the coronavirus they should make an adult aware.
- The sharing of any equipment or other items, including drinking bottles is not permitted. Students must have their own personal equipment with them.
- Only two students are allowed in the toilet areas at the end of each corridor at any time to allow 2 metres when washing hands at communal sinks.
- Not to cough or spit at or towards any other person either in jest or anger

2.2 Sanctions for not following rules

If pupils fail to follow these rules, we will:

- Engage in direct discussion re: the actions displayed, their effects and unintended consequences, with the students involved to reinforce our expectations
- Contact home can be made and parents/carers advised of the concerning behaviour.
- Accidental and inconsiderate breaches will result in a verbal sanction and the student(s) may be removed from the lesson.
- Any deliberate act will result in the student being placed in isolation whilst on Academy site and parents/carers will be invited in to discuss their child's behaviour.

2.3 Changed rules

As long as this addendum applies, we will alter the following academy rules.

Add details of any changes, such as:

- Timings of the academy day – staggered starts and finishes for specific year groups
- Adhere to all notices re social distancing and keep to the 1m rule
- Wear face coverings in communal areas, eg corridors dining room and atrium

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in the academy, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact **Derek Pitt, Assistant Principal**, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

- Students are expected to conduct themselves in the same manner during a remote lesson that we would expect during a lesson on site
- Students must not use the chat function available in Google meet lessons whilst the lesson is taking place unless directed by the member of staff
- Students must complete work to the deadline set by the class teachers
- Students should seek help via email if they need it, from teachers or teaching assistants
- Students should make the class teachers aware via email if they are not able to complete work
- Students should use correct online conduct, such as using appropriate language in messages

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, the following will occur:

Class teachers will contact the students via email.

If this is not successful, parents/carers will be contacted by the class teacher.

Directors will support class teachers by contacting home if there continues to be a lack of engagement.

The Pastoral department will be advised of those students in need of specific support.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 4 weeks by Derek Pitt, Assistant Principal. At every review, it will be approved by the Principal.

5. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Health and safety policy