



**CREATIVE, DIGITAL & PERFORMING ARTS  
ACADEMY**

## Student Professional Conduct Policy

Author	Holly Stanton and Sarah O'Connor
Approved by	Alistair Chattaway
Trustees approval	To be ratified at the Academy Governing Board meeting – 8 <sup>th</sup> October 2025
Release date	September 2025
Review date	September 2026
Description of changes	To replace the BOA Behaviour Handbook, following consultation with members of staff and working parties at BOA.

## Student Professional Conduct Policy

### **Introduction**

At Birmingham Ormiston Academy Creative, Digital and Performing Arts (CDPA) we are committed to building a positive and professional learning environment that is research-informed, accessible to all and robust in its design to ensure that all members of our community feel safe, attend school regularly and strive for personal excellence. We know that our professional environment and outlook sets us apart as an institution and it forms the basis of a values-based, character framework to unlock the potential of our students in a safe, tolerant and respectful environment.

### **Related policies**

[Safeguarding and Child Protection Policy](#)

[SEND Policy](#)

[Anti-Bullying Policy](#)

[Suspension and Exclusion Policy](#)

[Equal Opportunities Policy](#)

[E-Safety Policy](#)

### **Legislation and statutory guidance that informs our policy**

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

[Keeping Children Safe in Education \(September 2024\)](#)

[Behaviour and discipline in schools: Advice for Headteachers and school staff](#)

[The Equality Act 2010](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Working together to improve school attendance](#)

[Education Act 2011](#)

[Educations and Inspections Act 2006](#)

DfE guidance explaining that schools should publish their behaviour policy and anti-bullying strategy.

### **Scope**

The policy applies to all students that attend BOA CDPA when they are in school, taking part in any school-organised or school-related activity, travelling to or from school, communicating with other students during the hours of the school day (including online communications), wearing BOA uniform, or in some other way identifiable as students at the school.

### **Policy Statement**

At BOA we recognise that wellbeing and behaviour are inextricably linked. To realise personal excellence, we know that students need to first feel safe, secure and happy. We promote behaviours for learning that enable all students to:

- be safe and to feel safe through a culture of certainty
- value their wellbeing and that of others
- respect equality and diversity
- respect and value their learning and the learning of others
- be treated with kindness, dignity and tolerance
- have their needs met to flourish academically, socially and emotionally
- be courageous and empowered in their actions and in resolving conflicts
- see the value in behaving well and in encouraging others to behave well
- be praised and recognised for exemplary behaviour.

In turn, as professionals, staff at BOA are committed to:

- modelling a culture of exceptionally good behaviour for life-long learning
- explicitly teaching resilience and self-regulation skills
- embracing research and evidence-based practice
- creating an environment of safety, predictability and calm for all students in all spaces across the Academy
- ensuring effective learning can take place in a mutually respectful and empathic environment.

### **Rationale, Aims and Practice**

#### **Rationale:**

At BOA, it is our philosophy to empower young people to unlock their potential and make informed and responsible decisions throughout their lives. We are committed to delivering a rigorous, challenging academic curriculum, alongside outstanding personal development opportunities, to ensure our students are equipped for further education and life beyond BOA.

We know that for students to perform at their best in all areas of Academy life, we have a responsibility to proactively teach and champion characteristics that lead to success.

For students to see success in their studies, exams and future careers, they must demonstrate:

- Professionalism
- Ambition
- Resilience
- Teamwork
- Initiative
- Studiousness
- Consideration of others

We call this '**personal excellence.**'

#### **Aims:**

There are four aims of the Professional Conduct Policy:

1. To share the character benchmarks that we value and celebrate (BOA ARTIST)
2. To clarify the expectations and consistencies in classrooms and studios
3. To outline the systems of support available to students during periods of challenge (Zones of Regulation)
4. To define unacceptable behaviour in the Academy, alongside sharing the consequences imposed should students not meet expectations.

#### **Practice:**

**Values and Character Benchmarks – BOA ARTIST**

BOA ARTIST sets out the skills, personal values and characteristics our students will develop to thrive within all areas of the Academy

<b>BOA STUDENTS ARE ARTISTS</b>					
<b>A</b>	<b>R</b>	<b>T</b>	<b>I</b>	<b>S</b>	<b>T</b>
<b>We are ambitious</b>	<b>We are resilient</b>	<b>We are team players</b>	<b>We take initiative</b>	<b>We are studios</b>	<b>We think about others</b>
<b>WE ARE PROFESSIONAL</b>					
We put in <b>100% effort</b> always. We <b>set goals</b> and identify what we need to do to <b>unlock our potential</b>	We are <b>determined</b> and <b>do not give up</b> . We know that <b>mistakes are part of learning</b> and we respond <b>positively to feedback</b>	We are <b>on time</b> , <b>equipped</b> and <b>ready for learning</b> . We make a <b>positive contribution</b> and <b>collaborate with others</b>	We <b>work hard</b> , <b>ask questions</b> and <b>seek out support</b> . We know <b>every moment matters</b> and we take <b>responsibility</b> for our learning.	We <b>embrace challenge</b> both in and out of the classroom. We complete all work to the <b>best of our ability</b> and we <b>prepare for assessments</b>	We are <b>accountable</b> for our <b>actions</b> . We are <b>kind</b> and <b>respectful</b> to everyone in our community.
<b>WE ARE BOA - WE ARE EXCELLENT</b>					

These benchmarks support staff and students in upholding professional standards in the classroom. Students are exposed to BOA ARTIST through assemblies, classroom displays, tutor time activities, learning conversations and termly reporting to parents and carers.

**Visible consistencies**

A positive culture for learning is established through clear rules and routines.

**All BOA members of staff will use this policy to develop a calm and predictable classroom environment.**

When joining BOA, **students** agree to meet expectations outlined in the BOA Code of Conduct. **Staff** are responsible for ensuring that the policy and procedures are followed and applied in a consistent, fair and proportionate manner. **Parents and carers** also agree to uphold and support BOA rules and expectations when their child enrolls at BOA.

**Visible consistencies at BOA:**

<b>In classrooms:</b>	<b>In studios:</b>	<b>During social time:</b>	<b>Moving around the building:</b>	<b>To and from the Academy:</b>
Students are greeted at the door by their teacher  Lessons start with a silent Bell Task activity.	Students are greeted as they enter the studio by their teacher  Lessons start with a practical warm-up.	Students remain in the atrium during break and lunchtime.	Students keep to the left as they use the stairs and move between lessons.	Students and parents/carers must make it a priority to arrive at the Academy on time, every day. Students must be committed to catching up on lost learning due to travel delays.
<p><b>'One Voice'</b>: we respect and listen to the teacher and our peers. <b>BOA ARTIST expectations:</b> values-based expectations established and agreed in line with BOA ARTIST character benchmarks</p> <p><b>'Lesson Ready'</b>: we arrive on time and with all the equipment/kit we need for the lesson.</p>		Students report to BOA Support if they wish to discuss a concern.	Students must arrive at all lessons promptly. Students will be reported as 'missing' if they are more than 10 minutes late.	Students must act appropriately in public and must recognise that they represent BOA when travelling to and from the Academy.
Lesson sequences will include silent 'Independent Practice' activities.		Students do not use the lift during social time unless they have a lift pass.	Students must always wear BOA uniform and their lanyard.	Students must sign in and out of the Academy every time they arrive at/leave BOA.

## Upholding expectations and addressing conduct

### Student Code of Conduct

On joining BOA, all students, parents and carers are required to agree to the Home/Academy agreement. This document sets out standards of behaviour that are expected across the Academy:

<b>Arrive at BOA ready to learn</b>	<b>Treat others with kindness, tolerance and respect</b>	<b>Be accountable and responsible for our actions</b>
<p><b>Arrive on time</b> for the start of the day and lessons.</p> <p><b>Wear full BOA uniform.</b> Outdoor clothing worn on arrival and removed for lessons. Hoodies that are not BOA hoodies are not permitted.</p> <p>Ensure you <b>bring all the required equipment</b> to each lesson.</p> <p><b>Use your lanyard to sign in each day.</b> Lanyards must be worn at all times as a safeguarding measure. If you must leave school early due to extenuating circumstances, the <b>Attendance Office must have confirmation from a parent or carer.</b></p>	<p><b>Be respectful of differing opinions or beliefs.</b></p> <p>Be <b>polite and respectful</b> when talking to all members of the BOA community.</p> <p>Treat others with <b>kindness.</b></p> <p><b>Speak to a member of staff immediately</b> if you see these values not being upheld.</p> <p>To be <b>radically inclusive</b>, ensuring all members of the BOA community feel welcome and valued.</p>	<p>Be <b>honest</b> when discussing your actions or the actions of others.</p> <p>To actively de-escalate situations of conflict. <b>To share incidents with a member of staff</b> who will manage any conflict-resolution when all parties are ready.</p> <p>Following an incident, be ready to <b>talk to a member of the pastoral team about the root cause of behaviour and the impact any poor behaviour has had on others.</b></p> <p><b>Inappropriate conduct will be shared with home</b> via Bromcom, Form Tutor or Subject Teacher. If the incident continues or is not resolved, your Head of Year will contact home. Further escalation from the Assistant Principal for Pastoral Care where issues persist.</p>
<b>Move around the Academy in a careful and considerate way</b>	<b>Look after your property and respect the property of others</b>	<b>Online safety and conduct</b>
<p>Walk to lessons and break times calmly.</p> <p>Walk on the left when moving around the building (this includes staircases).</p> <p><b>Ensure conduct is sensible</b> as you transition between floors via the stairs and stick to the left. Do not run.</p> <p>Lift passes are required to use the lifts at any time.</p>	<p>BOA advises that all personal equipment and clothing is labelled. Return any borrowed equipment to the correct department.</p> <p><b>Put all rubbish in the bin.</b> Food to be consumed in the atrium or outside. <b>You are not permitted to eat in classrooms or corridors. Smoking is strictly prohibited</b> on site.</p> <p><b>Forbidden items include:</b> Nuts Energy drinks Cigarettes, vapes and e-cigarettes, alcohol/any harmful substance, weapons of any kind, large sums of money, pornographic material, extremist material</p>	<p>Internet use and activity on BOA WiFi and BOA devices is <b>monitored and filtered in accordance with statutory guidelines.</b></p> <p><b>Keep all passwords and personal information private. Do not share your details or give out personal information online.</b></p> <p>Any upsetting/concerning content you receive online or via social media to be <b>reported to your Head of Year immediately.</b></p> <p><b>The sending of offensive, bullying or illegal content is strictly forbidden and will be dealt with immediately.</b></p>

### **Logging and reporting concerns**

Staff will log concerns via **Bromcom** in line with the Consequences and Response Framework. Parents and carers are expected to engage with reports regarding their child's conduct and support the Academy in actions taken to support their child in meeting our expectations of professional conduct. It is the responsibility of all staff to model, challenge and correct inappropriate behaviour within a classroom setting and around school.

It is also the role of all adults across the Academy to maintain professional curiosity and consider the root cause of behaviour.

At BOA we respond to behaviour using a scale, to ensure all actions are appropriate and meaningful, and to establish clear boundaries within the Academy environment. The Consequence and Response Framework below provides a consistent framework to ensure all staff respond to conduct in the same way.

### **Classroom strategies to support professionalism**

Across the Academy, staff are committed to ensuring that professional skills are explicitly taught and reiterated across the curriculum. Through tutor resources, assemblies and the PSHE curriculum, students will develop the skills required to thrive in any professional setting. It is the role of all members of staff to model professional skills and to remind students that the following characteristics are critical to success:

- Accountability
- Principles and ethical judgement
- Teamwork
- Independence
- Problem solving
- Creativity and innovation

In most cases (where it is safe and appropriate to do so), staff will remind students of BOA's expectations and offer guidance on correcting their behaviour. Supportive strategies staff may use may include but are not limited to:

- Verbal reminders of Academy expectations and BOA Student Code of Conduct
- Learning conversations at the end of the lesson or away from the classroom environment
- Timings or reminders to carry out tasks/staff instruction
- Follow up conversations with Directors where behaviour persists
- Use of time-out card (teacher-led)
- Change of seating plan
- Personalised SMART targets for a lesson/series of lessons
- Confiscation of items causing distraction/not appropriate for the learning environment

In cases where supportive strategies have not been successful, staff will log behaviour via Bromcom using the Consequence and Response Framework below.

If students refuse to follow instructions or if staff witness inappropriate conduct around the building, students are expected to hand their lanyard to staff if their identity is not known. Staff will retain their lanyard until the end of the school day. Students must collect their lanyard before leaving site.

In cases where students refuse to hand over their lanyard, staff must notify a member of SLT for CCTV review. Once the identity of the student is established, they will automatically receive a 1-hour SLT detention for sustained and willful defiance.

## Detentions

Under current legislation (Education Act, 2006), teaching staff have a legal power to put students (aged under 18) in detention.

We reserve the right to place students in detention at break time, at lunch time or after school.

Please note: under current legislation, parental consent is NOT required for detentions – including after-school detention. In addition, please note that under the 2011 Education Act, we do NOT need to inform parents/carers that a student has been placed in after-school detention.

However, we will not assert this right, except in the case in which a student may be kept behind for a maximum of 15 minutes. We shall endeavour to always inform parents/carers when an after-school detention has been set and especially when we wish to detain a student on the same day.

In addition, we will not issue a detention when:

- the detention is likely to put the student at risk
- the student has known caring responsibilities which mean that the detention is unreasonable.

Under the legislation, we do not have to consider travel implications; this remains the parent/carer responsibility. However, if keeping a student behind at the end of the day for a maximum of 15 minute would result in him/her/them missing the important transport links, the detention will not be enforced, and alternative consequence will be facilitated.

## Consequence and response ladder

Stage	Conduct	Consequence and response
<b>Parents will be notified of all behaviour and attendance logs via MCAS Students who are absent for scheduled detentions will automatically be scheduled for the next available detention slot.</b>		
<b>1A</b> -1	(UNP) Unprepared to learn - forgotten equipment/kit	<b>Verbal reminder of expectations Log on Bromcom Notification sent to parents/carers via MCAS Tutor notified via Bromcom</b>
	(UNIFORM) Incorrect uniform	
	(L10) 0-10 minutes late to lessons	
	(MOBILE) Using mobile phone without permission	
	(POORCOND) Poor conduct in corridors/social time	
	<b>CN</b> (LATE) Late to lesson, excluding P1	
<b>1B</b> -1	(LLD) Low-level disruption	<b>Learning conversation with classroom teacher Log on Bromcom Notification sent to parents/carers via MCAS Director notified via Bromcom</b>
	(POORQOW) Poor quality/quantity of work <b>CN</b>	
	(MISSEDEHWK) Missed independent study deadline <b>CN</b>	
	(M15DET) Missed 15 minute detention	
	(M30DET) Missed 30 minute detention	
	(PROFANITY) Use of profanity	
<b>2A</b> -2	(L10+) More than 10 minutes late to lesson	<b>Verbal reminder of expectations Log on Bromcom - automatic 15-minute next-day after-school detention</b>
	(MWR) Missing without reason <b>CN</b>	

	(UNCOM) Unacceptable communication with staff (WILFDEFIANCE) Willful defiance towards a staff member	Notification sent to parents/carers via MCAS Head of Year notified via Bromcom
2B -2	(FTF) Repeated failure to follow instructions (MEXT) Missed extension deadline	Learning conversation with classroom teacher Log on Bromcom - automatic 15-minute next- day after-school detention Notification sent to parents/carers via MCAS Director notified via Bromcom
3A -3	(LCR) Leaving the classroom without permission	Learning conversation with HoY/SLT Log on Bromcom - automatic 30-minute next- day after-school detention Notification sent to parents/carers via MCAS Head of Year notified via Bromcom
3B -3	(PSUP) Compulsory progress support	Learning conversation with Director Log on Bromcom - automatic 30-minute next- day after-school detention Notification sent to parents/carers via MCAS Phone-call home from Director/HoY and issue of (department) report
4 -4	(FORB) Possession of a forbidden item <b>CN</b> (VAP) Vaping in school (INTTRUANCY) Internal truancy for an extended period (VAND) Vandalism <b>CN</b> (BUL) Bullying of any kind (including online) <b>CN</b> <i>(SWD) Sustained willful defiance inc. repeated failure to attend detention or repeated 3A/B offences (BAO)</i>	Removal from lessons (internal isolation run by MLT or SLT) Round robin from HoY to determine necessity of report Phone-call home from HoY/SLT and issue of department report 1-hour SLT Friday detention.

## Escalation Summary

Stage	Conduct	Consequence and response
<b>Parents will be notified of all behaviour and attendance logs via MCAS Students who are absent for scheduled detentions will automatically be scheduled for the next available detention slot.</b>		
2A	3 logs of Stage 1A behaviour	Automatic 15-minute next-day after-school detention Notification sent to parents/carers via MCAS
2B	3 logs at Stage 1B behaviour in specific subject area	Automatic 15-minute next-day after-school detention Notification sent to parents/carers via MCAS
2C	Missed 15-minute detention	Automatic 15-minute next-day after-school detention Notification sent to parents/carers via MCAS
3A	3 additional logs of Stage 1A behaviour (-6)	Automatic 30-minute next-day after-school centralised detention Notification sent to parents/carers via MCAS
	2 additional logs of Stage 2A behaviour (-6)	
3B	3 additional logs of Stage 1B behaviour (-6)	Automatic 30-minute next-day after-school centralised detention Notification sent to parents/carers via MCAS
	2 additional logs of Stage 2B behaviour (-6)	
3C	Missed 30-minute detention	Automatic 30-minute next-day after-school centralised detention (HOY)
4	3 additional logs of Stage 1A behaviour (-9 total)	Phone-call home from HoY and issue of HoY report
	3 additional logs of Stage 1B behaviour (-9 total)	Phone-call home from Director and issue of department report

## Serious breaches and dangerous behaviour

Where there is a serious breach of the Academy Code of Conduct, or where students demonstrate behaviour that jeopardises the safety and/or security of others, the Senior Leadership Team and Principal will take appropriate action. This will involve contacting parents/carers and relevant external agencies.

The Principal may decide to suspend or permanently exclude a student. The decision to suspend a student will be taken in the following circumstances:

- In response to a serious breach of the Academy's Code of Conduct
- If allowing the student to remain at the Academy would seriously harm the education or welfare of the student or others in the academy.

Suspension is an extreme sanction and is only administered by the Principal (or, in the absence of the Principal, the Vice Principal who is acting in that role). Please refer to BOA's [Suspension and Exclusion Policy](#) for a full list of terms and procedures.

## 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 prohibited items, 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.

### **Online conduct**

At BOA, we expect all students to use technology appropriately to ensure everyone is safe and secure online. Our Online Safety Policy applies to all students and members of our Academy community. Any breach of BOA's Online Safety policy is a serious matter and will be dealt with using the school procedures outlined in this guidance. Additional consequences and responses to inappropriate activity may also include the restriction and monitoring of IT systems and programs.

If a student, parent/carer or member of the public becomes aware of inappropriate online activity, they must report it to the Pastoral Team and Designated Safeguarding Lead. All reports are treated sensitively and seriously. Allegations of sexting or the distribution of explicit images will be reported to the Police and referred to the [Child Exploitation and Online Protection Safety Centre](#).

### **Bullying**

At BOA, we are committed to ensuring that all students learn in a supportive, inclusive, caring and safe environment. We are proud of our zero-tolerance approach to bullying in all forms and we believe that all members of our community deserve to thrive, free from the fear of being bullied by others. Within our Consequence and Response Framework, bullying is categorised as a serious breach of BOA's Code of Conduct. Please see BOA's [Anti-Bullying Policy](#) for more information.

### **Roles and Responsibilities within the Academy**

#### **The Directors / Local Governing Committee**

The governing committee is responsible for monitoring this policy's effectiveness and holding the Principal to account for its implementation. The governing committee supports the Principal in ensuring all adults are adhering to the policy. The governing committee must make, and from time-to-time review, a written statement of general principles which the Principal must uphold in order to embed and sustain a professional and positive behaviour culture.

#### **The Principal and Senior Leadership Team will:**

- Ensure that the Academy environment encourages positive behaviour
- Lead by example and be explicit in their expectations
- Be a visible presence throughout the school day
- Ensure that staff deal effectively with poor behaviour through day-to-day management of policy and procedures
- Ensure that all staff understand the expectations and the importance of maintaining them
- Regularly share good practice and model de-escalation strategies with staff
- Provide new staff with a clear induction into the Academy's professional conduct culture to ensure they understand its rules and routines, thereby enabling all staff to participate fully
- Support staff in managing students with more complex distressed behaviours through a centralised SSP (Student Support Plan)

- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensure this policy works alongside the safeguarding policy to offer students appropriate support when necessary
- Ensure that the data relating to behaviour logged via Bromcom and CPOMS is reviewed regularly
- Make sure that no groups are being disproportionately impacted by this policy.

### **Home/Academy Agreement**

#### **BOA will:**

- Prioritise the safeguarding and wellbeing of your child
- Respond promptly to any concerns you raise and work proactively to arrive at a resolution
- Cultivate an inclusive and welcoming environment where your child is free to express who they are
- Provide a broad and balanced curriculum and high quality-teaching to meet your child's individual needs
- Contact parents/carers each day your child is absent via a phone call or text message (please see our attendance guidelines)
- Ensure your child has access to the tools and skills to meet targets in examinations and internal/external assessments.
- In each academic year, arrange a Parents' Evening during which progress and attitude to learning will be discussed.
- Keep you regularly informed and consulted about general academy matters through the newsletter, the Principal's Blog and through Bromcom communication
- Set, mark and monitor homework. BOA staff will set homework on Microsoft Teams for students to access. Subject teachers will contact home when homework is not complete
- Uphold the ethos and values of the Academy at all times

#### **Parents/Carers will:**

- Ensure my/our child attends school on time, in the correct uniform and ready to learn
- Inform the Academy as soon as possible if my/our child is absent from school.
- Provide the reason for any absence and maintain daily contact each day my/our child is absent
- Uphold the expectation that my/our child's attendance remains above 96%
- Familiarise myself/ourselves with the BOA Attendance Guidelines and work closely with the Academy to ensure that all barriers to attending school are addressed
- Support the Academy's policies and guidelines for behaviour for learning and professional conduct • Attend Parents' Evening and engage with discussions about my/our child's learning
- Request any known absence in advance by contacting the Attendance Officer to request an Absence Request Form.

BOA will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

#### **Students will:**

- Arrive at school on time and ensure I am punctual to all lessons
- Ensure I am in the correct BOA uniform every day
- Bring in the equipment I need each day for my lessons and my pathway
- Ensure I keep up with assignments set on Teams and I will make sure I speak to my teachers if I have an issue with homework

- Uphold the Academy's Code of Conduct and encourage others to do the same
- Commit to striving for 'personal excellence' through BOA ARTIST character benchmarks
- Conduct myself in a professional manner across all areas of Academy life
- Share any worries or concerns I have with a member of staff as soon as possible
- Treat my peers with respect, tolerance and inclusivity
- Be an active member of the BOA community.

### **Promoting positive behaviour, de-escalation and scripted conversations**

Promotion of positive behaviour is integral to this policy.

- Staff will use praise and recognition for good behaviour
- Staff will make clear behavioural expectations of all students
- Students are responsible for following the Academy Code of Conduct

Behaviour expectations of professionalism are communicated to students through assemblies, form time activities, day-to-day classroom management and one-to-one learning conversations.

Praise and recognition are an integral means of achieving our aims at BOA. Celebrating achievement fosters intrinsic motivation and supports students in realising that desirable behaviour, self-awareness and responsibility to themselves and others is valued.

Opportunities to highlight good behaviour by individuals and groups at BOA are frequently used (for example, 'Spotlight on Excellence' newsletters, assemblies, website updates, BOA ARTIST awards, etc). Parents/carers are informed of exemplary behaviour as well as achievement through parents' evenings, reports and Bromcom, or informally via a phone call or email.

All students experience periods of challenge and this can lead to behaviours that may not be suitable for the classroom. Teaching and support staff are trained to manage behaviour using positive reinforcement and de-escalation strategies to maintain a calm and safe learning environment.

**Scripted conversations** – A clear conversation delivered privately to the student making them aware of their behaviour and clearly outlining the consequences if they continue. Students will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.

### **Addressing behaviour in the classroom**

A scripted conversation ensures all students are receiving consistent messaging across the Academy. This will be undertaken at all levels. The objective of a scripted conversation is to remind students of the character traits expected within the context of a classroom or studio at BOA. The intended outcome is to encourage the student to reflect on their behaviour and discuss how future disruption can be reduced. The intention is to continue to build positive relationships and enable students to reset their behaviour:

- *I noticed you are having trouble with... (state the behaviour you see in order to separate the behaviour from the student).*
-

- *I am wondering if you are feeling....*
- *You know we (insert expectation) in the classroom. It was the rule about... (leaving without permission, talking during independent practice, not following instruction) that you broke.*
- *Do you remember when you... (did that really kind thing for...)?*
- *That is what I need to see today....*
- *When I come back in X minutes, I want to see your wonderful ..... Thank you for listening.*
- *(Now walk away – remember to return at the given time.)*

### **Restorative conversation following conflict**

Restorative approaches teach behaviour. Where a student's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the student to reflect on changes that can be made and ensure that everyone starts the next lesson with agreed actions, a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and students.

Restorative conversations are successful when a child is regulated and calm:

- *Can you tell/show me what happened (some students may need to communicate using drawings/written statements)?*
- *Tell me if I'm wrong but I'm wondering if you felt a bit. ... angry/frightened/scared/etc.?*
- *I imagine that is really difficult to feel that way... but it's not OK to. ....and I can help you with that....*
- *How do you think... is feeling? What may have caused them to feel this way?*
- *How can we repair it?*
- *Imagine if there were... (a way of putting it right/things you could do differently). What would they be?*

It is the responsibility of all staff to maintain professional curiosity and a non-judgemental stance to find an appropriate solution. Staff will consider setting, body language and external sensory stimuli when having this conversation.

Staff will avoid leading questions and use TED (Tell me, Explain and Describe) to ensure questions are open and exploratory.

Staff will use WIN (Wondering, Imagining, Noticing) to help the student identify their feelings and develop emotional literacy.