
Belfairs Academy



Behaviour for Learning Policy

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This policy is a working document. It is underpinned by structures and systems designed to be effective for students, parents, and staff.

BEHAVIOUR FOR LEARNING

Belfairs Academy is committed to providing an educational experience to all students that will enable them to learn, develop and achieve academically, emotionally, socially, and vocationally. This commitment is derived from our Core Vision and Value statements.

Vision

- To inspire everyone to be the best they can be.
- To provide innovative learning opportunities in a forward-thinking environment.
- To prepare and empower everyone to embark on future challenges with excitement and confidence.
- To foster respect and responsibility and reach out into the wider world.

Values

Commitment, Respect, Excellence, Self-belief, and Strength

Statement of Intent

We are committed to ensuring that an effective Behaviour Policy operates so that all students can access the educational opportunities that they are entitled to.

It is the responsibility of the whole academy to promote the ethos and Behaviour Policy.

Principles

1. All members of Belfairs Academy deserve to be treated with the utmost respect.
2. Co-operation and teamwork create the best learning environment.
3. As a community we value each member as unique and take every opportunity to recognise their achievements.
4. We believe that the academy as a community can maintain high standards of behaviour if it is challenged in an assertive way.

Aims

We aim to provide:

1. A working partnership between the academy/parents and students.
2. A happy, safe, and pleasant community.
3. Strong adult and peer role models of caring, co-operative behaviour.
4. A learning environment which stimulates everyone to reach their highest potential.
5. A learning environment which seeks to inform students of their individual rights and educates them in their responsibilities.
6. A system which recognises and rewards achievement.
7. Acceptance by all adults and students of the academy of a common responsibility for maintaining good discipline and promoting the academy's principles.
8. A code of conduct which is owned and understood by all partners of the academy.
9. A system of sanctions used consistently throughout the academy.

Philosophy and Approach

Belfairs Academy views education as an essential 'partnership' between the academy, the student, and the parents. Involvement of parents at all stages of a student's progress through the academy is an integral part of the service we provide, and the fostering of positive contacts between home and academy remains an important duty for all teaching staff. Parents are welcome to visit the academy to discuss problems, difficulties, and successes. Where possible, we ask that visitors make appointments through the academy office to see individual teachers at mutually convenient times.

More formal contact is maintained through the reporting system and through the regularly programmed consultative evenings.

Home/Academy Agreement

The student and parent are required to enter a partnership with the academy. Students are expected to observe a contract between themselves and their teachers. All parties are seen to have rights and responsibilities written into the relationship that is established with each other. Students have an entitlement to demand high standards of professionalism from their teachers: appropriate skills in the classroom and effective individual support for their learning. Teachers have an entitlement to demand co-operation and involvement on the part of students, in lessons, around the site, any reasonable time before and after the academy day outside of the site and on extra-curriculum activities/trips in the care of the teacher.

Essential skills in social behaviour, self-discipline, co-operation, politeness, punctuality, reliability, and honesty form part of the academy's curriculum and are integral to what we are hoping to achieve with our young people.

The academy operates on a day-to-day basis of trust and mutual respect. Students are expected to always conduct themselves, with appropriate respect and consideration for themselves, each other, their teachers, and any other persons that they may encounter over the course of an academy day. Violent behaviour, rudeness, selfishness or a lack of self-discipline or concern for others is therefore outside acceptable norms of behaviour.

All actions have consequences. An assertive approach to behaviour management will be used which reinforces positive behaviour and corrects negative behaviour.

There will be recognition and reward for students who keep to task, meet targets, are supportive and positive and who achieve what is required. There will be sanctions for students who go beyond expectations of acceptable behaviour and conformity and who choose not to comply with agreed, firm, consistent and positive limits.

Mobile Phone/Smart Devices

To further safeguard our students and ensure that pupils are focused on their learning, Belfairs Academy has banned the use of mobile phone/smart devices and students are **not permitted** to use their phones or smart devices **anywhere** on the academy premises. This has ensured that students are not distracted from their studies and academy staff can spend more time supporting pupils with their learning. **If a student is found using a mobile phone on the academy site, it will be confiscated immediately and only returned to a parent/carer.**

Social Media

Social networking applications have become an integral part of how we communicate and go about our daily lives. Social media sites include, but are not limited to: Blogs, Online discussion forums, Collaborative spaces, Media sharing services, 'Microblogging' applications. Examples include Twitter, Facebook, Instagram, LinkedIn, WhatsApp, Snapchat, MSN, You Tube, Tik Tok.

While going on or engaging on any social media site:

- Students need to behave appropriately and if any situation arises, staff should be informed of this immediately and dealt with through the academy's disciplinary processes and procedures.
- All stakeholders should bear in mind that information they share through social networking applications, even if they are on private spaces, are still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006 and other legislation. They must also operate in line with the Academy's Equality Policy along with the E-Safety and Acceptable Use Policy.
- Must not be used in an abusive or hateful manner.
- Must not be used for actions that would put the academy representatives in breach of academy codes of conduct or policies relating to staff.
- Must not be used to discuss or advise any matters relating to academy matters, staff, students, or parents.
- References should not be made to any staff member, student, parent, or school activity / event unless prior permission has been obtained and agreed with the Principal.
- No student should attempt to join a staff member's areas on networking sites. If students attempt to do this, the member of staff is to inform the Principal immediately. Parents will be informed if this happens.
- No school computers are to be used to access social networking sites at any time of day unless for direct school use.
- If a parent/carer or student or associate is making threats on-line or using social media in a derogatory way against a member of academy staff – this is counted as bullying. The member of staff must inform the Principal immediately and action taken against the offending person and offensive material removed from social media site. Should the situation not be resolved, the police, LA and social media site should be informed.

ACADEMY EXPECTATIONS OF STUDENTS

Only by working together can we improve the quality of education for all our students and make Belfairs Academy a caring and enjoyable environment. The most important rule for all of us to follow in the academy is:

Everyone will show respect, courtesy, and consideration for others at all times and will respect the rights of all the people in the academy.

To accomplish this, we must:

1. Allow everyone the chance to learn and the teacher to teach.

We can do this by following the vision and values statements of the academy and taking responsibility for:

- Arriving on time with all equipment necessary for that lesson.
- Being courteous by listening carefully to others.
- Following instructions and helping each other when appropriate.
- Exercising self-discipline to act in a sensible and safe manner.
- Beginning and ending the lesson in a courteous and orderly way.
- Respecting other people's property.
- Arriving correctly dressed for the lesson.

2. Be polite and courteous.

We can do this by:

- Respecting other people and not calling them names.
- Being polite at all times, acting on instructions and not answering back.
- Remembering that bad language is an unacceptable way of expressing ourselves and will result in sanctions being taken.

3. Move safely and quietly about the academy.

We can do this by:

- Keeping to the left in the corridor and on the stairs whenever possible.
- Being ready to help by opening doors, letting people pass and helping to carry things.
- Having consideration for others by avoiding running, barging, and shouting.
- Taking care with bags, keeping them below shoulder height.

4. Behave and dress correctly when in uniform, both in and out of academy.

We can do this by:

- Being on our best behaviour when out of academy, crossing roads at appropriate safe places and travelling on public transport.
- Being polite and courteous when moving about the academy.
- Keeping to the dress code of the academy.

5. Keep the academy and grounds clean and tidy.

We can do this by:

- Putting litter in the bins provided.
- Keeping our walls and furniture clean and unmarked.
- Taking care of all displays, particularly respecting other people's work.
- Respecting the grounds.
- Not eating in class or corridors.

These rules will be explained and reinforced in all areas of the academy including registration, tutorial, lessons, assemblies and progress' evenings. These rules will be reviewed yearly, with students, staff and parents being consulted should there be a need for any change. This is done through 'Student Voice' and Parent Forum events.

IN THE CLASSROOM

Classrooms, studios, laboratories, technology areas and sports facilities are your places of work. In any workplace there needs to be clearly defined codes of practice and expectations to enable everyone to work in a safe and pleasant environment.

It should, therefore, be helpful for everyone to follow the same codes of practice:

1. At the start of the lesson

- Arrive punctually and wait sensibly.
- Enter the classroom quietly on the signal of the teacher.
- Wait politely to be greeted by your teacher, then sit down.
- Take out books, pens and equipment and put bags away.
- Remain quiet while the register is being taken.
- Expect teachers to enforce the rules regarding academy expectations of students.

2. During the lesson

- Listen when the teacher or anyone else is giving out information or instructions or addressing the class.
- Raise your hand to ask a question (We are a no hands up academy).
- Work sensibly with those around you, annoying or distracting others affects everyone.
- Students who are late with no just cause will receive a late to lesson mark by the appropriate member of staff.
- No eating - only water to be consumed inside the classroom.
- If it is necessary to leave the room, you must ask the teacher's permission.
- Homework must be recorded in the back of class workbook so that you can read and understand it later.

3. At the end of the lesson

- Wait for the teacher to tell you to pack away.
- When told to do so, stand, and put chairs under or on desks as instructed.
- Leave the room as you would wish to find it and place any litter in the bin.
- Wait quietly until your teacher dismisses you.
- Go promptly to your next lesson.

PLEASE REMEMBER: Teachers are in the position of parents/carers while students are at the academy and in that respect:

- Requests from teachers should be carried out immediately without argument.
- Not following instructions and putting others at risk of harm or injury will result in sanctions.
- There is no excuse for rudeness, disrespect, or insolence towards any member of the academy staff.

REWARDS

All people enjoy praise, and we recognise this reinforces good behaviour and achievement in our students. We must seek out and use all opportunities of saying, "Well done". We also recognise that children need rewards to reinforce good behaviour, conduct, citizenship, work, and achievement.

Aims:

1. To give students a sense of worth and pride in their work.
2. To develop a positive approach to learning.
3. To encourage good habits and promote skills.
4. To recognise the student's contribution to the academy and the wider community.

The academy operates a formal system of rewards to reinforce the use of positive behaviour

responses in the classroom and around the academy. It is important that staff make use of these rewards, and they are consistent in their approach.

It is unfair not to reward good performances at all levels as this may disadvantage a particular student or class. It is equally unfair to give rewards for little or no reason and therefore devalue the system.

College Value Points:

- Teachers award value points.
- Logged into sims into student's profile.
- Winner of 'Jack Petchey Award' receives 10 Value Points
- End of each term the College with the most points wins a trophy.
- Students each earn 1 raffle ticket for every 25 Value Points they receive. This enters them into a termly draw to win a voucher.

The Excellent Student Initiative:

The Excellent Student initiative promotes outstanding learning behaviours and attitudes for students of all abilities. The programme ensures that all students receive guidance within the tutor programme and in curriculum areas on developing positive learning attributes through a range of activities. Form tutors routinely assess, review, and evaluate the students' progression towards 'excellence'. It is an inclusive scheme that focuses on positive learning behaviours and attitudes rather than academic ability.'

Shaping the Future Celebration:

All new students and staff members are formally welcomed into the academy. It is an opportunity for all members of their individual College to be officially introduced to their new team members. At the ceremony all students and staff are reminded of the vision and values of the academy. At the ceremonies, staff and students are awarded a gift in the presence of the academy governors and invited guests.

Celebration Assemblies:

Celebration assemblies are held at the end of each term. These usually feature students who have made significant progress, exhibited outstanding citizenship, achieved within subject areas, and have exemplary attendance. It is an opportunity to focus on the good things that have happened that term. Students are awarded certificates, and often a prize, dependant on the award achieved.

Celebration Award Ceremonies:

These are celebrations of achievement in all aspects of academy life and in the wider community. At the ceremonies, students are awarded prizes in the presence of their parents/guardians, academy governors and invited guests.

Students from all years take part in the presentations or as recipients of prizes. All staff are invited to nominate individuals who are deserving of recognition.

Prizes are awarded in response to attendance, progress, and attainment- individual subject prizes are awarded to recognise academic achievement in specific areas of the curriculum. There are also a variety of special awards for sport and community service, along with externally sponsored awards.

Additional Rewards could include:

- Praise in class from staff
- Praise written on work when it is marked
- Letters and phone calls home
- Subject certificates
- Attendance certificates
- Best attendance each week per tutor group

- Certificate and prize for tutor group awards each term
- Student Shining Star – nominations and winner chosen every month

Monitoring

- Year Teams are responsible for maintaining award displays on their notice boards.
- Year Teams should raise any issues regarding the reward system regularly at team meetings and pass on any ideas or queries to the nominated person with overall responsibility for the system
- Particular attention should be paid to the equality policy in ensuring that all students can benefit from the scheme

Evaluation

- Rewards are to be discussed by staff at meetings
- All staff should evaluate the operation and effectiveness of the reward system within curriculum areas and pass on their findings to the nominated person with overall responsibility
- Evaluation is an on-going process and will be a prominent feature of the Behaviour Policy of the academy

The persons with overall responsibility are the Year Leaders and Phase Leaders.

SANCTIONS

Aims

- To reinforce academy expectations of acceptable behaviour.
- To correct negative behaviour within an assertive and supportive framework.
- To ensure that an appropriate learning environment is maintained.

There are a variety of formal sanctions available to staff. Whatever the type of sanction employed professional care must be taken to ensure that they are enforced consistently, and students understand the ground rules in operation. Before using more formal sanctions it is important to consider the possible causes of the misbehaviour and possible informal alternatives. It is always useful to discuss concerns with the student's Year Leader, as they may be able to provide useful background or approaches that appear to achieve success.

Referral Forms

Behaviour logs should be used by subject teachers to advise the Subject Leader of a student whose behaviour is unacceptable or is consistently giving cause for concern within the lesson. The Subject Leader will advise a course of action such as alternative ways of seating, subject report. It may involve the Form Tutor, or in extreme cases the Year Leader.

Persistent misbehaviour may require subject area monitoring and/or intervention from Year Leader.

The range of sanctions include:

- Verbal warnings
- Call outs
- Repeating work
- Extra work
- Target setting
- Parental phone calls
- Detentions – individual/subject
- Subject/tutor report

For more serious offences sanctions will include:

- Community service
- SLT detention
- Student contracts

- Parental meetings
- Year Leader report
- Internal isolation with a member of staff
- Fixed Term suspension
- Permanent exclusion

Detentions

It is the policy of the academy to use detentions and detain students for disciplinary reasons.

Students can be detained for 15 minutes during lunch and 15 minutes at the end of the afternoon session without prior arrangement. *(This excludes late to lesson detentions, see below).*

Late to academy detentions:

If a child arrives late without valid reason, they will be issued a lunchtime detention for the same day for 15 minutes.

Failure to attend the lunchtime detention will result in a 30-minute detention at the end of the same day. This is communicated to parents via email.

If a child arrives late without valid reason on 2 or more days in one week, they will be issued with a 75-minute detention on a Friday. Parents will be notified of the detention the day before.

Late to lesson detentions:

If a student is late to 2 or more lessons in a day, an email will be sent home to parents/carers and the student will sit a 30-minute detention on the same day.

Formal after-school detentions:

- For a more serious matter a formal detention can be issued to a student. Parents must be notified the day before if the detention given exceeds 15 minutes after school (this excludes late to lesson detentions).
- After-school detentions are 1 hour long, they run from 2.45pm until 3.45pm.
- Year Leaders or Senior Leader detentions for more serious offences (as deemed by Senior Leadership Team) are held on a Friday and are 2 hours long, they run from 2.45 until 4.45pm.
- Failure to attend a detention will result in follow up and further sanction by the relevant member of staff.

Saturday Detentions:

Saturday detentions are three hours long from 9:00am until 12:00pm and are with a member of the Senior Leadership Team. Students must attend in full uniform.

Confiscation

Staff will confiscate student property if it is felt that the property is inappropriate for academy, incorrect or additional items of clothing or if the property is not being used within agreed boundaries (i.e. headphones) will either be returned to the student later, returned to parents or disposed of following a conversation with parent or student. If the property is illegal in anyway the police and parent will be involved. If a student has a type of item removed three times within a term it will only be returned to parents/carers.

- 1st time confiscation: Item returned to the student at the end of the day.
- 2nd time confiscation: Item returned to the student at the end of the week.
- 3rd time confiscation: Item to be returned to parent/carer only.

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom and in and around the academy.

The Principal and other authorised academy staff can use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

Searching powers

Searches may be conducted with a student's permission; for example, asking a student to empty their bag, and pockets and always with a witness present. However, it may be necessary to conduct a search without students' permission to prevent disorder or a crime; for example, if it is suspected that the student is in possession of a substance (alcohol, drugs), a weapon or stolen goods. In the case of a weapon, the police should also be contacted for advice. The search should only be conducted by a member of the Senior Leadership Team and in the presence of a witness (same sex preferred). Lockers should only be searched for a good reason and with a witness present.

Conduct outside the academy

The Principal and other authorised members of staff can set sanctions in line with academy policy if a student has been deemed to bring the academy into disrepute. This incorporates criminal, non-criminal, anti-social behaviour, and bullying.

Monitoring

- The Pastoral team in conjunction with the tutor team, and Subject Leaders in conjunction with their teaching teams must keep careful records so that the students can have constant reinforcement and new targets to achieve.
- Pastoral Teams should raise any issues regarding sanctions and referrals regularly at team meetings and pass on any ideas or queries to the Senior Leadership Team.
- The implementation and impact of this policy will be monitored using data (number of referrals, detentions, isolations, suspensions, incidents, 'call outs') along with students being placed on report.

Evaluation

- Evaluation is an on-going process and will be a prominent feature of the Behaviour Policy of the academy.
- The persons with overall responsibility are the Principal and the Senior Leadership Team.

ISOLATION, SUSPENSIONS AND EXCLUSIONS

Internal Isolation

Students may be withdrawn from lessons for longer periods, to work under supervision in isolation. Parents/carers will always be informed of internal isolation by a member of staff. Parents/carers may be requested to attend a meeting at the academy following an internal isolation.

The context of the incident leading to internal isolation will be reflected in the length of time a student spends away from the classroom. Students may also be placed in isolation whilst an incident is being investigated.

A series of internal isolations may result in a fixed term suspension. Students and parents/carers will always be informed when this is the case.

External Suspensions

While the academy will take all reasonable steps to meet individual needs and help individuals to improve, the academy will not tolerate behaviours which do not show due regard for the wellbeing

and learning of others, or where, despite support and intervention, there is minimal or no improvement.

Following a fixed term suspension, parents/carers and students will be invited to meet with a Senior Leader/Year Leader to discuss the circumstances that led to their child's suspension.

The academy will not tolerate persistent and defiant behaviours over time where sanctions and intervention have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the academy, thus placing the student at high risk of permanent exclusion.

Students who are at risk of permanent exclusion due to persistent behaviours may be directed off site to attend an alternative education provision (direction) and asked to attend a meeting with governors and/or the Principal.

Permanent Exclusions

Permanent exclusions are a result of very serious or persistent breaches of the academy's Behaviour Policy.

The academy follows the [DfE Guidelines for Exclusions](#).

It should be noted that no member of staff, other than the Principal, can suspend or permanently exclude a student from the academy.

ANTI-BULLYING

By bullying we mean: The persistent actions of a person or group of people that result in another person being fearful, anxious, or unhappy.

It is the declared aim of Belfairs Academy to promote a caring ethos whereby all adults and students will work towards establishing a safe, caring environment developing positive relations between all individuals.

This will be done by providing:

- An atmosphere conducive to supporting each other through trust and confidence in a system that deals with incidents of alleged bullying.
- A clear process that will be followed through methodically offering both supportive and, where appropriate, punitive measures.
- Key staff available to listen to and act upon information shared.

All stakeholders need to be assured that:

- The assistance of outside agencies will be sought, where appropriate.
- Staff will monitor and liaise with each other to facilitate counselling of both victims and perpetrators and appraise staff/students and parent/guardian of actions taken.
- Governors will be appraised of persistent offenders who have not responded to positive approaches to behaviour further action taken in line with the academy's procedures.

COMMUNICATION

It is essential that the policy be communicated to parents, students, and staff at every opportunity. This will include:

- **Year 6 Induction:** A summary is given to all new parents and children as part of the student welcome pack. Mention of expectations and policy will be made throughout the induction process – visit days, parents' evening etc.
- **At the beginning of each academic year:** Academy Expectations, Code of Conduct, Classroom Code of Conduct, Anti-Bullying Policy, Rewards and Sanctions will be reinforced through assemblies, tutor time and within the curriculum throughout the academic year.
- **Home School Agreement:** A copy will be present in all student files, to be signed by the student, parents, and the form tutor. A copy will be sent to all new students for signing and returning to academy.
- **Individual Parents:** When parents and teachers meet to address behavioural issues.
- **Parent Newsletter:** every full term.
- **Student Newsletter:** every full term.
- **Safeguarding Newsletter:** our safeguarding newsletter is issued every full term and focuses on academy events or relevant news/information both locally and nationwide.
- **Parent Forum:** we have numerous parent forum events throughout the academic year, these have different focuses throughout the year and will be communicated to parents via email and on our website.
- **In specialist learning spaces:** In specialist areas specific health and safety rules are displayed.
- **Meetings of groups of students:** Student Voice, Assemblies and Tutor Group meetings.
- **Individual Students:** When dealing with behavioural issues or rewards.
- **Progress Evenings:** 1 per year group, per academic year.
- **Social Media:** Parents can follow @BelfairsAcademy on Instagram for regular updates on events/academy life.

REVIEW

This policy will be reviewed annually, and any changes will be shared with students, parents, staff, and governors.

Monitoring and evaluation of its component parts by SLT and Year Teams.

The persons with overall responsibility for the Behaviour Policy are the Principal and Senior Leadership Team.

Associated Policies/Documents:

- Attendance
- Safeguarding
- E-Safety
- Equality Policy and Objectives
- Uniform
- Home-School Agreement
- Acceptable Use Policy