

Bromley Beacon Academy

Behaviour Policy

Responsible post holder	Headteacher
Approved by / on	1 st September 2016
Reviewed on	1 st September 2023
Next Review	1 st September 2024



Introduction

Bromley Beacon Academy is a school for pupils with a range of social emotional and mental health needs as well as a range of secondary special educational needs and as a school, its most important role is to offer the best education possible to the pupils who attend.

We know that behaviour is a form of communication and behaviours of concern are often a communication that is saying they are finding it difficult to cope with issues either within their home or school life. This may cover a wide range of concern which could include unmatched learning, social issues or mental health issues.

Many of our pupils have complex needs and can present their own challenges. However, we know that our school will provide the stability, consistency and care which will allow them to develop and thrive in a safe environment. Our staff within the school recognise the difficulties that our pupils are facing and will act with compassion and understanding in their interactions with them. Staff always aim to build good relationships with pupils so that they understand their needs and are able to support learning and behaviour to maximise potential and achievements.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty, BBA recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs.

1. Principles of Behaviour management

1. We encourage all pupils to learn and understand that they have rights and responsibilities towards themselves and the wider school community and society.
 - 1.1. Developing an appropriate relationship with pupils of all ages, based on mutual respect, is the most appropriate way of ensuring the effective management of behaviour. Good communication and positive reinforcement will often diffuse confrontation. Staff should seek to de-escalate incidents at the earliest possible opportunity.
 - 1.2. Rewards and praise are given emphasis over sanctions and reprimands. Positive behaviour can be rewarded with verbal praise, certificates, carrot rewards, school reward trips etc. There will be more emphasis placed on a pupil exhibiting positive behaviour than on displaying behaviours of concern.
 - 1.3. Where sanctions are necessary, they will be proportionate to the unacceptable behaviour. They must be issued fairly and the reason for the sanction and the future expectation explained to the pupil in clear terms which they can understand.
 - 1.4. Behaviour management in the school involves trying to modify the behaviour being displayed by pupils with complex needs. Behaviour management strategies are not guaranteed to succeed. They will require staff to be resilient, consistent and calm in supporting our pupils.
 - 1.5. Strategies should be 'SMART' – Specific, Measureable, Achievable, Realistic and Timely. The nature of the strategy may correlate directly to how well the member of



staff knows the pupil and the success of a strategy will largely depend upon the relationship between the pupil and the member of staff leading the strategy.

- 1.6. It is important that achievement and improvement, in any area, is acknowledged and celebrated. Staff must seek to actively promote regular achievement so as to develop pupil self-motivation.
- 1.7. Due to the age range and differing needs of our pupils within the school it is not appropriate for the same behaviour management strategies to be applied across all provisions within the school.
- 1.8. The main differentiation will be seen when considering the age differences between KS1 at the Midfield Campus, KS2 and KS3 at the Orpington Campus and KS4 and KS5 at the Bromley campus.

2. Processes

At Bromley Beacon Academy, we work closely with the schools Youth Policing Team. This collaboration enables early intervention and gives the pupils the opportunity to make amends whilst working with adults they trust. If serious incidents occur, then it may also be necessary to involve the Police. As an absolute last resort, this may also involve the pupil being suspended from the provision for a period of time. Fixed-term suspensions are at the discretion of the Headteacher.

2.1. (i) Expectations KS1 Midfield Campus Expectations (Appendix A):

Bromley Trust Academy believes that we all respond better to encouragement and support rather than negative response. Therefore, at Midfield Campus KS1 pupils are expected to take responsibility for their learning and adhere to the positive rules.

(ii) Expectations KS2&KS3 Expectations (Appendix B):

Clear expectations are displayed throughout the school. Students are reminded daily of the expectations when in school in order to prevent any behaviours of concern. Each statement begins with 'I can' in order to emphasise pupils making positive choices.

(iii) Expectations KS4&KS5 Expectations:

Clear expectations are displayed around the school. Staff prompt pupils when they are not managing their behaviour appropriately. Behaviour teams work closely with both pupils/Parents/Carers to reinforce these expectations.

2.2. Sanctions:

The use of sanctions alone has not been found to be effective in altering patterns of behaviour in pupils with complex needs; instead the use of sanctions can often create frustration leading to further issues. Where this is the case this must be communicated to all staff. We need to ensure that restorative justice, emotional coaching and positive praise are at the heart of our practice.

2.3. Serious Incident Reports:



All serious incidents must be recorded on CPOMs and individual pupil positive behaviour support plans amended. These reports are central to post-incident procedures, particularly where a parent/carer meeting is required.

2.4. Sending home:

The School will endeavour to ensure that pupils are only sent home through (a) illness or, (b) if it is unsafe for a pupil to be in school. The School recognises that external suspensions should not be routinely used but there are circumstances in which suspension is appropriate. Staff must complete the CPOMs log for serious concerns and alert the Behaviour Lead.

2.5. Responsibility and Reparations:

A pupil accepts responsibility by:

- Giving their version of what has happened either verbally or in writing
- Understanding other versions
- Outlining what they could have done differently to avoid conflict
- Making reparations, including apologies where appropriate, for their actions
- Reparations may include a written and/or verbal apology. It may also include community service or a financial repayment for damages to school property or to another pupil's property.
- Restorative conversations or practice

2.6. Suspension and Post-Suspension Process:

The decision to suspend is that of the Headteacher.

At the conclusion of the suspension, the pupil will return to school with a parent/carer for a post suspension meeting with the Behaviour/Pastoral Lead or SLT. This is the forum at which the pupil will be expected to take responsibility for their actions and embrace a process for reparation. Persistent and repetitive misbehaviour or violent behaviour may result in the police being called to the school. If the incident has required Police intervention, then the Youth Policing Team Schools Officers will be asked to attend the reintegration meeting where possible.

The Headteacher may decide that pupils returning from such suspension may, for a temporary period, be placed on a reduced timetable to enable them to re-integrate more successfully.

Please see the suspension policy for further details.

2.7. Conflict and closure:

To ensure an effective closure to any given incident, it is essential that the pupil or pupils feel secure and confident that there is no lasting resentment; that there is no likelihood of a repeat incident and that the perpetrator feels forgiven. Restorative conversations or practices to form part of this process.

2.8. Therapy:

Students may be offered therapy as a supplement to other behaviour management strategies and parents/carers may be given the opportunity to be referred to external agencies and the Therapy and Wellbeing Team.

2.9. External Agencies:



Supporting pupils may involve external agencies. This can include Social Services, The Safer Schools Police Team, the Bromley Well-being Service, The Educational Welfare Service, The Educational Psychology Service, Change.org, The Youth Offending Team and Bromley Children's Project, and other relevant agencies as required.

2.10. Discrimination and Bullying:

Challenging discrimination and bullying is part of a broad educational provision at the school, both within and beyond the formal curriculum. These issues are dealt with as specific behaviours requiring particular management procedures.

Any form of behaviours of concern designed to degrade or humiliate another member of our community, physically, verbally or emotionally is dealt with appropriately. Our response is to support the victim and the perpetrator.

Incidents of discrimination/bullying are recorded on our bullying log and drawn to the attention of the Senior Leaders fortnightly; such incidents are recorded daily by staff on CPOM's as well as on a bullying form. The incidents are logged by the behaviour lead and pupils are placed onto the bullying ladder. This ladder, showing stages of individual pupils, is shared with staff regularly. SLT make decisions about stages of the bullying ladder.

2.11. Off Site /Out of Bound:

Supervision of all aspects of the school day is essential for the safety and welfare of our pupils. Therefore, there needs to be a clear response to pupils going off site or out of bounds and travelling to and from school. The vast majority of our pupils travel by taxi and we work with the companies to ensure acceptable behaviour is demonstrated in the vehicle. Should a KS2 pupil abscond or leave the school site a member of staff will follow and the pupil will be encouraged to return to site, if unsuccessful the pupil may be escorted back onto the school site for their safety. Should a KS3, KS4 or KS5 pupil abscond or leave the school site their parent/carer will be informed, should the pupil not return to school within ten minutes or there are concerns for the pupils' safety a call will be made to the police where necessary.

2.12. Other Misbehaviours:

Other common misbehaviours will be dealt with by staff in attendance. Such misbehaviours include play fighting, foul and abusive language, name-calling and provocation. These behaviours should always be challenged as inappropriate and unacceptable and there should be clear consequences for such behaviour.

2.13. Use of Social Media:

The Headteacher will take firm action against any pupil who posts defamatory or intimidating messages or images on social media such as mobile phones, internet sites, chat rooms, social networking sites or similar, in or out of school, about another pupil or member of the school's staff. This may well include the schools police team meeting with the pupil to discuss the severity and repercussions of the incident.

3. Rewards

3.1. (i) KS1 Midfield Campus Rewards:

By adhering to the rules (Appendix A) pupils are able to earn the following rewards as acknowledgement for their positive behaviour:



- Students earning behaviour ticks and bonus ticks
- Verbal praise and acknowledgement
- Stickers
- Positive phone-call home
- Postcard home
- Silver time
- Certificates
- Earning 10 minute rewards tokens/activities
- Class merit trips
- Other reward trips

(ii) KS2 & KS3 Rewards:

Students are rewarded for their positive behaviour and choices by the following:

- Students earning 'Carrot Rewards' points
- Verbal praise and acknowledgement
- Stickers
- Positive phone-call home
- Golden time (KS2 and KS3)
- Certificates linked to LIFE (please see visual consequence prompt below)
- Reward vouchers linked to 'Carrot Rewards' points
- Class merit trips
- Other reward trips
- Positive postcards

(iii) KS4 & KS5 Rewards:

Students are rewarded for their positive behaviour and choices by the following:

- Verbal praise and acknowledgement
- Positive CPOMS log
- Certificates linked to RHITT values
- Certificates for academic progress and participation
- Reward vouchers
- Reward trips
- Pastoral Leads awards
- Behaviour awards
- ½ termly Headteacher Award
- Attendance draw with vouchers for JD Sports
- End of term attendance awards from Head Teacher
- Carrot rewards

3.2. Certificates:

At the end of each week, pupils are awarded certificates at a special assembly. These are for effort and attainment in line with the schools core values of LIFE (KS2 & KS3) and RHHT (KS4 & KS5).

3.3. Annual Awards Evening:

Ten pupils from each site are chosen by staff who have shown quality learning and behaviour and prizes are presented to them at our Autumn annual awards evening. A



head pupil/s is also chosen to win an award. Awards are also given for progress and attendance.

3.4. The Jack Petchey Award:

The Jack Petchey Award is for achievement. Mr Jack Petchey, a self-made millionaire and philanthropist, has awarded the school £300 each term for the most deserving pupil to spend on a school-based activity or resource of his/her choice. There is also a Leaders' Award for an adult who has made a significant contribution to the school. Staff nominate pupils who regularly display the Trust's core values. The pupil who receives the most nominations receives the Award. All Jack Petchey winners and their parents/carers attend an annual civic reception where they meet the Mayor and local dignitaries and receive a medal.

3.5. Attendance and uniform:

All pupils are expected to attend each day punctually and in uniform. The Headteacher presents a weekly award for consistent high attendance and achievement throughout the Key stages.

4. Sanctions

(i) KS1 Midfield Campus Sanctions:

- Entries onto the tick sheet
- Information on CPOMs
- Restorative Justice conversations
- Time made up at break or lunch
- Telephone call to parents/carers
- Requiring parents/carers to attend the provision
- Working in a different class/classroom
- Use of the Quiet Room
- Internal Exclusion
- External Fixed Term Exclusions

4.1. (ii) KS2 & KS3 Sanctions:

Authorised sanctions within the school include:

- Restorative practice conversations
- Telephone calls to parents/carers
- Requiring parents/carers to attend the provision
- Negative log on carrot rewards
- Sessions for restoratives or work owed (during break or golden time)
- Internal suspension in our Inclusion Suite
- Outside Ban
- Detentions (Break, lunch, after school)
- Safer Police school team intervention
- External Fixed Term Exclusions
- Learning reflection

(iii) KS4 & KS5 Sanctions:

Authorised sanctions within the school include:

- Restorative practice conversations



- Catch-up during the school day (break time/lunchtime)
- Behaviour detentions during lunch time or after school
- Telephone calls to parents/carers
- Requiring parents/carers to attend the provision
- Internal suspension in our Inclusion Hub
- Safer Police school team interventions
- External Fixed Term Exclusions
- Curriculum detentions during lunch time or after school
- Internal/External suspensions
- Courtyard bans

4.2. Pre-empting issues:

Our intention is to pre-empt violent and behaviours of concern through close supervision of pupils at all times during the school day. Staff should be looking to identify potential triggers and incidents before they occur by studying the body language and moods of pupils. A quiet word of enquiry at this stage can be highly revealing and staff are expected to communicate concerns promptly. High and consistent expectations combined with early interventions around minor misdemeanour can pre-empt and prevent major misbehaviours.

4.3. Violent, Threatening and Unsafe Behaviour:

The School must remain a safe environment in which teachers are able to teach and pupils can learn. We have a zero-tolerance attitude towards violent behaviour, therefore pupils who behave violently may face an internal suspension or fixed-term external suspension. It is the clearest way of demonstrating to pupils that we do not accept violent conduct.

4.4. In class Supervision and Support:

A member of staff may judge that a pupil would benefit from in-class support in order to compose her/himself, discuss a source of grievance or anger, reflect and re-compose before returning to their learning group.

4.5. (i) KS1 Unacceptable behaviour:

It is important for both pupils and staff to be clear on the expectations (Appendix A) placed on the pupils and the consequences should these not be followed. Generally these consequences will involve a recording of behaviour on the pupil's 'tick sheet', a restorative justice conversation, a period of supervised time out from class and a telephone call to parents/carers, or a face to face conversation where children are collected by parents.

(ii) KS2 & KS3 Unacceptable behaviour:

It is important for both pupils and staff to be clear that when unacceptable behaviour occurs, there will be appropriate consequences. Generally, these will involve two warnings followed by a restorative conversation with a member of staff and/or other pupils, a period of supervised time out of class, a period of time spent in the inclusion suite or a telephone call to parents/carers.

(iii) KS4 & KS5 Unacceptable behaviour:

It is important for both pupils and staff to be clear that when unacceptable behaviour occurs, there will be appropriate consequences. Generally, if a pupil gets to warning 3 they may be removed and taken to the Inclusion Hub. Subsequently the pupil will



receive a 20-minute lunch time detention. However, pupils are able to redeem a maximum of 10 minutes from their lunchtime detention by earning green cards. Each green card allows pupils to redeem 5 minutes of their lunch time detention. The Inclusion Hub manager in conjunction with the behaviour team and classroom teacher will have a restorative practice conversation with the member of staff/pupil involved during the detention.

4.6. KS1 Midfield Campus:

Student behaviour is monitored at short, regular intervals throughout the day by the Class Team, through the use of a 'Smiley Face Chart'. Learners are awarded smiley faces, provided they have followed the school rules for the majority of the individual session and have met their individual targets. Each pupil takes their chart home at the end of each day, so parents/carers are able to reflect with their child on the school day.

4.7. KS2&KS3 Visual Carrot Rewards Prompt:

These are displayed across the school and in every classroom in order to remind pupils of the positive reward points they can earn each lesson (appendix C). During each lesson pupils are able to earn points based on the schools core values of Learning, Independence, Friendships and Emotions, these are displayed through the school using the acronym LIFE. LIFE poster displayed in KS2/KS3 (appendix D).

4.8. (i) KS2 & KS3 Behaviours Displayed:

Positive behaviour and behaviours of concern are recorded throughout the day on 'Carrot Rewards', this is accessible online by parents/carers. 'Carrot Rewards' allows parents/carers to have an overview on how their child's school day has been allowing for discussions and encouragement (appendix E). Students earn 'Carrot Rewards' points for positive behaviours linked to the core values of LIFE; Learning, Independence, Friendships and Emotions. Students are able to decide whether they wish to spend their points on smaller rewards e.g. £5 voucher or can choose to save their points in order to request a larger reward e.g. cinema trip. Student behaviour and attendance in lessons is logged by classes on Carrot Rewards in order to detect patterns of behaviour and allow staff to implement appropriate interventions.

(ii) KS4 & KS5 Behaviours Displayed:

Positive behaviour is encouraged and celebrated throughout the school week. Staff send positive emails out throughout the working day and these are added to the behaviour email at the end of each day. The core values are displayed throughout the school, Relationships, Integrity, Honesty, Trust and Teamwork. The acronym RIHTT is used to depict this at BBAB, we do it the RIHTT way (appendix F).

Behaviours of concern exhibited by the pupils throughout the school day are logged on CPOMs as a behaviour incident by staff and passed over to the behaviour team to manage each day; also going onto the behaviour email at the end of each day (appendix G & H).

4.9. Finishing the Day:

Students who have not completed their day successfully may be placed in detention. If the detention is not completed then the parent/carers will be contacted and the pupil will be in the inclusion hub from periods 1-3 the following day (KS4/5).

4.10. Restorative Practices:



Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This involves actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

5. Searching, Screening and Confiscation (LSEAT has separate searching, screening and confiscation policy)

5.1. Searching with consent:

Guidance provided by the DfE (July 2022) states school staff can search pupils with their consent for any item, and are not required to have formal written consent from the pupil – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

Guidance states schools are not required to inform parents before a search takes place or to seek their consent to search a child and there is no legal requirement to make or keep a record of a search. As part of everyday procedures KS2, KS3, KS4 & KS5 pupils are searched for banned items upon arrival at school. Items such as mobile phones and electronics as well as other banned items are stored by the school, electronics will be collected by pupils at the end of the day. Certain banned items may need to be collected by a parent/carer or in some cases the police, in these cases items will not be given back to the pupil.

5.2. List of banned items (this list is not exhaustive):

- Electronics
- Cigarettes, matches and lighters
- Vapes, e-cigarettes, shisha pens or liquids
- Chewing gum
- Fizzy drinks including high energy drinks
- Permanent marker pens
- Money
- Expensive items
- Jewellery except for a watch and stud earrings

5.2. Searching without consent:

Head-teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol and illegal drugs



- stolen items
- Tobacco and cigarette papers
- Fireworks
- pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

6. Positive Handling

6.1. Positive Handling:

If a pupil is not able to self-regulate and manage their feelings and emotions, then positive handling may be required. The techniques and procedures used are in accordance with PRICE Training (Protecting Rights in a Caring Environment), DfE guidelines and the School's Positive Handling Policy. All incidents of positive handling are recorded on CPOMs and parents/carers informed. Staff may employ positive handling as a last resort if:

- The behaviour of the pupil represents a physical danger to themselves
- The behaviour of the pupil represents a physical danger to others
- The behaviour of the pupil represents a significant physical threat to property
- The behaviour of the pupil represents a serious threat to the good order of the school

6.2. De-Escalation:

All staff are trained in how to De-Escalate incidents, staff will utilise their training to defuse situations which have the potential to escalate. Staff will ensure that de-escalation techniques are tailored and pupil specific this will ensure successful application of the technique. Behaviour support plans will outline which de-escalation techniques are most suited to the individual.

Staff will physically intervene when a pupil is not able to self-regulate and manage their feelings and emotions and presents a risk to themselves, others, property and the maintenance of good order of the school. De-escalation is designed to support pupils in regulating their emotions and bring them back to their normal arousal levels.

Physical intervention is used as a last resort in order to manage a potentially dangerous situation, staff will use physical interventions for the minimum duration required to ensure everyone is safe and the pupil is able to regulate their emotions.

Only trained staff may employ positive handling and de-escalation techniques and procedures; however, it is a requirement of the Trust that all contracted staff are PRICE trained. All permanent staff are fully trained and refresher training is provided on a yearly basis. Agency staff may be trained in Team Teach which is acceptable if positive handling is required in an emergency. All staff are able to use reasonable force in order to prevent harm (DfE 2013).

7. Responsibilities



7.1. The Trust Board:

The Trust Board will review the Behaviour Policy and support the school in maintaining high standards of behaviour. They will ensure that the application of the policy and procedures is fair and equitable with particular reference to ethnic or national origin, culture, religion, gender, disability or sexuality.

7.2. Headteacher:

The Headteacher will ensure the policy is followed consistently on a day-to-day basis by pupils and staff and where appropriate take necessary action when the policy is breached. They should establish a positive relationship with parents/carers and the local community.

7.3. Behaviour Support:

The Senior Leadership Team and The Behaviour Team will work with the staff and pupils to ensure that behaviour is managed throughout the school day. They will also ensure that any interruptions to lessons or break times are managed effectively and efficiently to minimise disruption to learning, whilst aiding an environment conducive to learning and emotional wellbeing for pupils and staff.

7.4. Staff:

Staff are responsible for ensuring the principles and practices of the policy underpin their management of pupil behaviour leading to a high-quality learning environment.

7.5. Students:

Students will be expected to take responsibility for their own behaviour to ensure it is in line with the Behaviour policy in and out of the learning environment. They should report any incidents of disruption, violence, bullying and any form of harassment.

7.6. Parents and Carers:

Parents and carers will take responsibility for the behaviour of their child both inside and outside of the school environment. They will be encouraged to work in partnership with the schools to ensure that high standards of behaviour are met.

7.7. Review:

The Headteacher in consultation with staff, pupils and parents/carers will undertake systematic monitoring, review and evaluation of the Behaviour Policy to ensure that the operation is effective, fair and consistent.

7.8. Training:

The School will ensure that the policy is explained to all new and existing pupils through assemblies, Home-School Agreement, form periods and within the curriculum. The School will communicate the policy to all teaching and non-teaching staff by providing copies of the policy and through staff training.

7.9. Interrelationship with other school policies:

In order for the Behaviour policy to be effective, a clear relationship with other school policies, particularly Safeguarding, Anti-Bullying, Positive Handling Policy, Exclusion Policy, Teaching and Learning and Assessment must be established.



Appendix A – KS1 Behaviour Expectations:



How to Earn My Ticks



- 1 I have completed my work.**
- 2 I have followed instructions.**
- 3 I have been polite, helpful and friendly.**
- 4 I have shown a caring and helpful attitude.**
- 5 I have used kind words.**
- 6 I have kept my hands, feet and comments to myself.**
- 7 I have put my hand up.**

Appendix B - KS2 & KS3 Behaviour Expectations:

Our Expectations

- 1. I can complete my work to the best of my ability.**



- 2. I can listen to adults and follow instructions.**
- 3. I can raise my hand when I want to be heard.**
- 4. I can be respectful to others and to school property.**
- 5. I can keep my hands, feet and comments to myself.**
- 6. I can ask to leave the classroom.**

Appendix C – KS2 & KS3 Carrot Rewards Visual



How many Carrot Points have I earned in today's lesson?

Learning
Independence
Friendships
Emotions



I didn't make positive choices, but was able to turn the lesson around and accepted support



I made some positive choices and accepted support



I made positive choices throughout the lesson

**BROMLEY
BEACON
ACADEMY**



Appendix D - KS2 & KS3 Core Values:



BROMLEY BEACON ACADEMY

'Shining light on potential'

Core Values



Learning

Independence

Friendships

Emotions



Appendix E - KS2, KS3, KS4 & KS5 Rewards System Poster:

What is Carrot Rewards?

- Carrot Rewards is the reward system used by all students at BBAO and BBAB
- Students can earn points and spend them on various products

How do I earn points on Carrot Rewards?

- 5 points per lesson in each of our school's core values - learning, independence, friendships and emotions
- Star of the Week, 250 Points!
- Attendance Award, 250 Points!
- Winning Certificate in Assembly, 1000 Points!

What can I spend my points on?

- There is a great selection of reward options on Carrot Rewards including food and drink, vouchers and trips. Log in to your account to view all products and spend your points!

www.carrotrewards.co.uk



Our Expectations

**Our Core Values at BBAB are:
RELATIONSHIPS, INTEGRITY, HONESTY,
TEAMWORK and TRUST**

This is how we do it here- We do it the
RIHTT way

- We value and build positive **R**elationships with each other
 - We have **I**ntegrity in all we do
 - We are **H**onest with each other and ourselves
 - We work together as a **T**eam
- We build **T**rust with each other

We do it the RIHTT way



Appendix G - KS4 & KS5 Behaviour Expectations:

Action	Actions/Consequences
Non-completion of set work to satisfaction	Work to be completed during break time, lunchtime or tutor time
Success in area of work, behaviour, meeting personal targets	Certificates to be given in assemblies Vouchers Carrot rewards points to be issued by staff
Helpful actions towards others	Letters and phone calls home Certificates handed out in assembly Carrot rewards points to be issued by staff
Failure to return from break or lunch (Year 11 and Sixth Form)	Loss of privileges to leave site for Lunch or Break
Refusal to work/disruption resulting in time wasted	Catch up to complete work Time in Inclusion room
Deliberate damage	Detention A bill to be sent home for larger amounts Reparation Internal/external suspension As a last resort where necessary
Continued unsafe behaviour including fighting, representing danger to others, self or building/equipment	Isolation from the rest of the class in Inclusion room May contact the police or other agencies Meeting with parents /carers Opportunities for reparation Positive handling as a last resort where necessary
Violence towards staff	Exclusion – internal or external Isolation from the rest of the class in Inclusion room Positive handling as a last resort where necessary May contact the local police or other agencies Meeting with parents /carers Phone call home Opportunities for reparation
Racist comments and anti-social behaviours e.g. bullying	Record on CPOMs and bullying logs Parents/ carers informed Internal or External suspension if necessary Opportunities for reparation Possible police involvement Student may be placed on the bullying ladder
Stealing	Return goods Phone call home May contact other agencies Reparations Possible police involvement Internal/External suspension



Bringing unacceptable items into school	Items to be confiscated and collected by parents Possible police involvement Internal/External suspension
Leaving class without permission	Work missed to be completed during break/lunchtime Directed to Inclusion room

Appendix H - KS4 & KS5 Behaviour Expectations Continued:

<p>Behaviour Detention incorporating restorative practice This is the maximum a pupil can be given for extreme behaviour and/or non-completion of work in class.</p>	<p>15-30 minutes Detention – run by teaching staff with support from the behaviour team</p>
<p>Behaviour Catch up This detention is issued for those pupils who are not engaging in lessons and are breaking the schools’ basic expectations of them.</p>	<p>15 – 45 minutes Reflection with Pastoral Leads, Behaviour team and Inclusion Hub manager</p>
<p>Work Catch up This detention is issued for pupils to catch up on classwork they have not completed in lessons.</p>	<p>5 - 30 minutes Catch up during break time, lunch time or tutor time, with teachers</p>
<p>Being removed from lesson When a pupil is removed from lesson due to poor behaviour by a member of staff after having received 3 warnings, they will be put into the Inclusion Hub.</p>	<p>5 – 50 minutes Reflection with Pastoral Leads during tutor time</p>
<p>Throwing of any Objects Any Student throwing objects such as rubbers pens etc. pupils will be given a maximum of 3 warnings then will be put in the Inclusion Hub.</p>	<p>15 minutes Reflection with Inclusion Hub manager and Behaviour team</p>
<p>Failure to attend Reflection If a pupil fails to attend their restorative practice or lunch time detention with the Inclusion Hub Manager or Behaviour team they will automatically be placed in a 30 minute after school detention the following day once parents/carers have been notified.</p>	<p>30 minutes Detention</p>

