



# **KING EDWARD VI BALAAM WOOD ACADEMY**

*Educational excellence for our City*

<b>BEHAVIOUR AND DISCIPLINE POLICY</b>	
<b>Responsible Board</b>	<b>Welfare</b>
<b>Policy Responsible Person</b>	<b>K Lynch Assistant Headteacher</b>
<b>Date Adopted</b>	<b>October 2022</b>
<b>Review Date</b>	<b>October 2023</b>

## **Contents**

<b>Section</b>	<b>Topic</b>	<b>Page No.</b>
1	Purpose of the Behaviour Policy	3
2	Statement of Principles	3
3	Duty of the School and its Values	3
4	Rules and Procedures	4
5	Encouraging Positive Behaviour through the BWQM	5
6	Uniform Expectations	6
7	Challenge	8
8	Punctuality to Lessons	8
9	Corridor Behaviour	8
10	Start and End of Lessons	8
11	Rewards	9
12	Assemblies	12
13	Maintaining Discipline	13
14	The Purpose of Sanctions	19
15	Mobile Phones/Smartwatches	19
16	Detentions	20
17	Punctuality to School	22
18	Supporting the Learning Environment: ICT	22
19	Supporting the Learning Environment: Language	23
20	Supporting the Learning Environment: Smoking and Vaping	23
21	Off-site direction: Passport placement and Managed Moves	24
22	Governors Behaviour Panel	28
23	Fixed Term Suspensions	28
24	Permanent Exclusion	29
25	Internal Suspension Room(Alternative to Suspension)	30
26	Canteen Conduct	32
27	Management of Bullying and Child-on-Child Abuse	32
28	The Power to Discipline Beyond the School Gate	33
29	Powers to Search and Confiscate	34
30	Restraint	36
31	Allegations Against Staff	36
32	Equality and Fairness	36
33	Behaviour Policy and the Disability Discrimination Act	37
34	Behaviour Management and the DDA: Good Practice	37
35	Use of Sanctions and the DDA	38
36	Deployment of Specialist Support Staff	38
37	Curriculum Flexibility and Relevance	38
38	Staff Induction and Professional Development	39
39	Parental Liaison and Complaints Procedure	39
40	Remote Learning Expectations	40
41	Cycle of Monitoring and Review	40
42	Links to Other Policies	40

## **1. Purpose of the Behaviour Policy**

The quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff.

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is the most effective, but where this fails schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour.

There is no single solution to the problem of poor behaviour, but all schools have the potential to raise standards if they are consistent in implementing good practice in learning, teaching and behaviour management.

Respect has to be given in order to be received. Parents, carers, pupils and teachers all need to operate in a culture of mutual regard.

The support of parents / carers is essential for the maintenance of good behaviour. Parents /carers and schools each need to have a clear understanding of their rights and responsibilities.

The governing body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important part of the educational process.

## **2. Statement of Principles**

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- It is the entitlement for pupils and staff to work in an environment that is free from disruption and intimidation
- These principles form a foundation which promotes pupils understanding that their choices and subsequent actions lead to consequences.

## **3. Duty of the School and its Values**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the pupils social and moral development just as it does in their academic development - as emphasised through the Personal

Development programme. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the pupils developing ability to conform to our behavioural goals.

The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, kindness, manners, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

The adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

King Edward VI Balaam Wood Academy's core values are at the heart of our teaching and we consistently encourage the pupils to:

- Be Bold
- Be Ambitious
- Be Collaborative
- Be Kind

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- encourage the King Edward VI Balaam Wood Academy core values
- ensure fair treatment for all protected characteristics (age, gender, race, disability, gender reassignment, sexuality, religion or belief, marriage and civil partnerships, pregnancy and maternity)
- show appreciation of the efforts and contribution of all.

#### **4. Rules and Procedures**

Rules and procedures should be designed to make clear to the pupils how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the pupils what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;

- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

## **5. Encouraging Positive Behaviour through the Balaam Wood Quality Mark (BWQM) and our Seven Expected Learning Behaviours (LB7)**

We will ALL consistently apply the Behaviour and Discipline Policy and ensure that we apply or carry out the following:

### **The Balaam Wood Quality Mark (BWQM)**

Consistently embedded routines and practices will support a more conducive learning environment and ultimately the progress of our pupils.

### **BWQM Entry and Exit 7**

1. Teachers or supporting adults will be at the class door to positively greet pupils and ensure that they are wearing their uniform appropriately and have removed coats.
2. Pupils are encouraged to enter the room quickly, but calmly and reminded to complete their Do Now Activity.
3. Whenever possible, resources should be set out on desks before the lesson.
4. Pupils should remove bags from shoulders and place them under the desk. Equipment, including planners and report cards, should be placed on the desk.
5. Lessons should begin immediately with a short 'Do Now Activity' that is to be completed while pupils enter the room (staff register to be completed whilst pupils are completing this activity).
6. At the end of the lesson, pupils should be asked to tidy up their work stations and stand behind their desks. The classroom teacher will ensure that pupil's uniform is correct before dismissing the class.
7. The class teacher will stand in the doorway to dismiss the class in a calm and orderly manner.

### **BWQM Classroom Management 7**

1. Seating plans are generated for each lesson.
2. Questions are targeted (Cold Calling) to ensure that all pupils are alert.
3. Pupils are reminded of the "Golden Rule" not to talk over another pupil or when the teacher is talking and to always "track the speaker".
4. The class teacher uses 3-2-1 to get silence and attention (by 1, all pupils must be quiet, pens down and facing the front).
5. Prompt pupils to stay focused throughout the whole lesson and use the Balaam Wood "blue box" positive behaviour management strategies.
6. If a pupil displays poor behaviour the Teacher must:

- a) Give a **Reminder**, which will be logged on the board so the pupil knows that they have the chance to improve their behaviour before any consequences.
  - b) If disruptive behaviour persists the pupils will receive a **Warning**, which again on the board this is a final warning. The teacher will log the incident on Sims after the lesson.
  - c) If a pupil disturbs the lesson again this will lead to a **Consequence**. This is an on call removal to a departmental hotspot room or recovery room and a same day 45-minute detention.
  - d) Failure in a Hotspot room the pupil will be placed into the internal suspension room and receive a same day **Escalation** 60-minute detention.
7. Praise pupils regularly and when they excel, names to be written on the board. Pupils that have achieved well in each lesson will be rewarded with housepoints.

### **Seven Expected Learning Behaviours (LB7)**

1. Actively participate and show enthusiasm
2. Try hard; even after experiencing failure
3. Come to class prepared and follow instructions
4. Pay Attention and resist distractions
5. Take pride in their book and respond to teacher feedback
6. Listen and “track the speaker” and know when to include others
7. Ask and answer questions

Whilst in lessons pupils should follow our **SLANT** expectations at all times.

S = Silent

L = Listen

A = Asks and answer questions

N = No opt out

T = Track the speaker

All pupils should expect to read and be given reading opportunities in each of their lessons.

### **6. Uniform Expectations (Currently under Review for 2023/2024)**

The wearing of school uniform is something we hope all pupils will take pride in and parents are requested to make every effort to ensure their child (ren) arrive in school dressed accordingly. Our policy is based on the belief that a school uniform:

- promotes a sense of pride in the school
- engenders a feeling of belonging
- is practical and distinctive

- identifies the children with the school
- is not distracting in class (as fashion clothing might be)
- makes children feel equal to one another in terms of appearance
- reflects the sense both of community and of diversity that the school takes pride in
- is regarded as suitable, and good value for money, by most parents.

#### Guidelines: (Under review for 2023/2024)

All pupils are to wear:

- White shirt
- School tie
- Blazer
- Black trousers / appropriate skirt knee length: Plain black or clear tights.
- Black shoes. Girls' shoes are to be low heeled.
- Optional – School Jumper
- Caps or other items deemed as fashion accessories by the school are not to be worn.
- Sensible natural hair colour and cut - no patterns or lines cut into the hair, no brightly coloured hair, no unnatural hair colours and no large hair accessories (under review).
- Jewellery: one ring and one pair stud earrings.
- No facial / tongue piercings (under review)
- No excessive makeup, no nail varnish, false eyelashes, stick on or acrylic nails, pupils will be asked to remove any excess make-up (under review)
- In lessons pupils may remove jumper / blazer. Tie must be worn with the top button done up at all times. Pupils must bring their blazer with them every day.
- Coats must not be worn in the school building but can be worn during break and lunch times outside.
- Any issues with regards to pupils attending school without an item of correct uniform must be communicated by parents/carers to the school either by telephone message or written correspondence. If this has not taken place then the pupil will receive a same day 30-minute Standards Detention. This will be communicated to parents/carers through text message.
- The decision of the school in respect of whether items constitute meeting the expected uniform standards is final.
- For more detailed information refer to the academy website.

#### **Pupil Non-Compliance**

#### **DFE School Uniform Guidance Sep 2013**

- Teachers can discipline pupils for breaching the school's rules on appearance or uniform. This should be carried out in accordance with the school's published behaviour policy.
- A head teacher, or a person authorised by the head teacher, may ask a pupil to go home briefly to remedy a breach of the school's rules on appearance or uniform.
- When making this decision schools need to consider the child's age and vulnerability, the ease and time it will take, and the availability of the child's parents. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary to effect the change, the pupil's absence may be counted as an unauthorised absence. In either case the pupil's parents must be notified and the absence should be recorded.

## **7. Challenge**

- Emphasise 'listening skills', 'politeness, kindness and 'respect'
- The 'jewellery policy' in all lessons
- The 'uniform policy' in all lessons
- Speaking when member of staff is talking, "The Golden Rule"
- Inappropriate language and name calling

## **8. Punctuality to Lessons**

Every member of staff challenges every pupil who is out of a lesson. All pupils should have the permission section of their pupil planner signed. All staff to issue a late detention if pupils are late to lessons without an acceptable reason. These will be recorded on SIMS as departmental sanctions. Consistent lateness is to be reported in the first instance to the pupils' Form Tutor and then to the Guidance team if lateness to lessons persists.

## **9. Corridor Behaviour**

- All staff to be at their doors during changeover
- Keep to the left on corridors and stairs
- No shouting/running
- Poor behaviour on the corridors will lead to a standards detention for 15 minutes on the same day.

## **10. Start and End of Lessons**

- At the start of Form Time, Period 3 and Period 5 staff will collect their class from the designated playground zone and escort the class to their next lesson in orderly fashion in a single file line.
- Meet and greet the class; staff will be at the door before their class arrive for Periods 2 and 4.
- Queue in straight lines outside classroom (where possible).



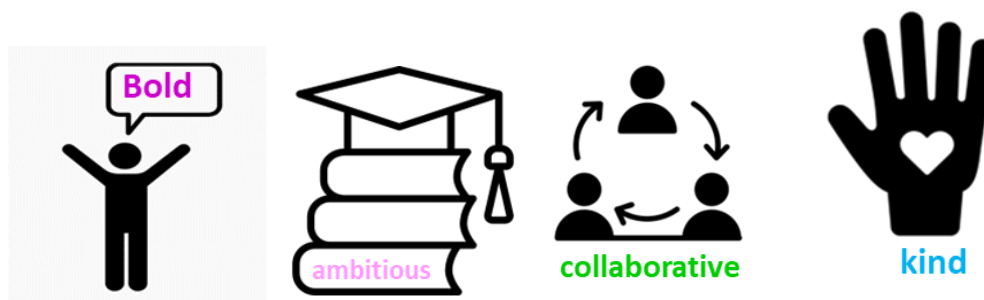
- Enter in single file, stand behind desks and wait to be greeted before sitting down.
- Planners and pencil cases with correct equipment to be placed on the desk/table before pupils are invited to sit down.
- Register taken on SIMS or paper copy sent to reception whilst pupils complete the “Do Now Activity”.
- End of lesson, stand behind chairs, check for litter, marks on desks.
- Ensure the next class has a positive learning environment to come into.
- Teacher to conduct a uniform check, sign reports and award housepoints to pupils.
- Teachers dismiss class from the doorway and direct pupils towards their next lesson whilst supporting pupil movement on the corridors.

## 11. Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for pupils. Rates of praise for behaviour should be as high as for work.

At King Edward VI Balaam Wood Academy rewards are given through House Points. These can be given by any member of staff and are logged on Go4School. The House Points are underpinned by the promotion of the BACKs Values

- Bold
- Ambitious
- Collaborative
- Kind



Pupils are awarded House Points in the above categories for the following reasons:

### To be bold is to be:

- Courageous and proud to be part of KEVI Balaam Wood Academy
- We are not afraid to develop our skills and become leaders
- We learn from our mistakes and are open to feedback from others

- We volunteer and are open to try new learning experiences and know this will help us in the future
- We are committed to academic excellence.

#### **To be ambitious is to have:**

- High expectations at all times and determination to be as great as we can be
- We know what good learning looks like and want to develop good habits of learning
- We always try and be better and improve
- We have goals and want to succeed and see our future aspirations as important
- We know that reading and improving our knowledge is essential.

#### **To be collaborative means:**

- To be able to learn and work together with others and value listening and being part of a team
- We are loyal to our school; we take pride in being part of a school community.
- We appreciate others point of view
- We embrace taking part in enrichment activities and working with other schools
- We expect to be challenged and think about our choices and viewpoints.

#### **To be kind is about**

- Being kind to ourselves and respecting each other
- Allowing others to achieve to their full potential and being able to offer support and encouragement when needed
- We know right from wrong and make informed decisions
- We are kind to our bodies and value having a healthy mind; we know wellbeing is important
- We are kind to others in our community
- We are accepting and celebrate our differences

The academy also rewards centrally on Attitudes to Learning. At every assessment cycle pupils' attitude to learning is awarded a score from 1 – 4:

1. Unacceptable attitude to learning
2. Unsatisfactory attitude to learning
3. Good attitude to learning
4. Outstanding attitude to learning

The data is then reviewed and letters are sent home to parents and certificates given to pupils for their record of achievement based on the following criteria

- A pupil that achieved an average score of 3.5 or above will receive an outstanding ATL letter and certificate for their record of achievement
- A pupil that has achieved an overall average of 3.00 -3.4 will receive a good ATL letter and certificate for their record of achievement

The table below shows the sliding scale of rewards achieved by pupils at different milestones for receiving House Points.

## Milestone Ladder

<b>25</b>	You have earned your first reward certificate from your Form Tutor
<b>50</b>	You have earned your first reward certificate from your HOY
<b>75</b>	You have earned a reward certificate and one week lunchtime pass
<b>100</b>	You will receive a Headteacher letter of achievement in the post and your green blazer badge and breakfast with the Headteacher
<b>150</b>	You will receive a Headteacher letter of achievement in the post and your blue blazer badge and breakfast with the Headteacher
<b>200</b>	You will receive your bronze blazer badge and you and your parents/carers, will be invited to a reward assembly to be presented with your badge and certificate
<b>250</b>	You will receive your silver blazer badge and you and your parents/carers, will be invited to a reward assembly to be presented with your badge and certificate
<b>300</b>	You will receive your gold blazer badge you and your parents/carers, will be invited to a reward assembly to be presented with your badge and certificate by a school Governor and be invited to take part in the end of year "rewards" trip

Pupils in Year 11 will be awarded House Points that go towards their School Prom. These points will support in paying for their ticket, yearbook and professional photographs of the evening. The points take into account, effort and progress in class, attendance, punctuality, being proactive in seeking college places, attending masterclasses and revision sessions.

The table below shows the sliding scale of rewards achieved by pupils at different milestones for receiving House Points specifically for year 11.

# Milestone Ladder

<b>25</b>	You have earned your first reward certificate from your Form Tutor
<b>50</b>	You have earned your first reward certificate from your HOY
<b>75</b>	You have earned a reward certificate and will receive a Headteacher letter of achievement
<b>100</b>	You will receive a Headteacher letter of achievement in the post and your green blazer badge and breakfast with the Headteacher
<b>150</b>	You will receive a Headteacher letter of achievement in the post and your blue blazer badge and breakfast with the Headteacher
<b>200</b>	You will receive your bronze blazer badge and you and your parents/carers, will be invited to a reward assembly to be presented with your badge and certificate – <b><i>You will also receive your Leavers Yearbook</i></b>
<b>250</b>	You will receive your silver blazer badge and you and your parents/carers, will be invited to a reward assembly to be presented with your badge and certificate – <b><i>You will also receive your Leavers Hoodie</i></b>
<b>300</b>	You will receive your gold blazer badge you and your parents/carers, will be invited to a reward assembly to be presented with your badge and certificate by a school Governor and be invited to take part in the end of year “rewards” trip – <b><i>Prom Ticket!</i></b>

To summarise our reward system should:

- Encourage pupils to take opportunities and to be involved in the school.
- Establish and promote consistent expectations of both pupils’ and staff.

Maintain a culture in which pupils’ achievements are recognised and celebrated.

- All staff to issue House Points in lessons
- Pupils to be awarded green reward badges for achieving House Points
- Pupils to be awarded blue reward badges for achieving House Points
- Pupils to be awarded gold, silver and bronze reward badges for achieving House Points
- All staff to use praise phone calls home
- All staff to use praise postcards home
- All staff to issue outstanding achievement certificates each term.
- Gold, silver and bronze award certificates given for attendance.

## 12. Assemblies

Assemblies are positive enrichment opportunities for all pupils. However at key times during the school year assemblies will be used to reinforce expectations in line with the Balaam Wood Quality Mark.

- Relevant staff to arrive at the Theatre ready for assembly to commence at 8.50am. Form Tutors to collect their Form Groups from designated line up zone and escort to the Theatre.
- Staff are responsible for their form’s behaviour during assembly.

- Staff will address any poor behaviour with a departmental sanction (detention) to complete with the Form Tutor.

### **13. Maintaining Discipline**

Staff are encouraged to apply their own behaviour management systems (the blue box) and they develop their relationship with teaching groups. It is important to establish clear routines and expectations and implement a range of strategies that will solve any potential behavioural issues in the longer term.

During lessons it is vitally important for staff to implement their own behaviour management strategies alongside any consequences they may issue. The consequence system is there to support all staff but is not the only behaviour strategy open to staff. For example, staff might;

- Speak to a pupil before they enter the room and set clear expectations
- Use non-verbal forms of communication to reinforce behaviour expectations
- Move or suggest moving a pupil to another seat
- Teachers use a range of strategies such as Precise Praise, Positive Framing, 100% and many more to get the best out of their pupils
- Use praise to remind a pupil of their ability to behave appropriately
- Pair the pupil with another pupil who will have a positive impact on their behaviour and attitude towards learning
- Vary the activity to find ways of encouraging the specific pupil to engage positively in the learning experience
- Staff may consider using the following techniques throughout the academic year.
- Modified intervention / seating plan at start of the lesson
- Consider behavioural / learning needs of individual pupils during the lesson planning process to ensure pupils can either access or feel engaged with the learning
- Set targets with the pupil for future improvement
- Modified approach to pupil, i.e. – effective use of praise / rewards
- Discussed issue with other department staff to identify other possible strategies
- Discussed issue with other staff who teach the identified pupil to explore successful strategies
- Discussed issues with Form Tutor/Head of Year
- Notified parents of behavioural issue (letter, message in planner).

The four stages of our disciplinary process are outlined in the following table followed by suggested interventions which may also be used.

	MOST PUPILS	DISCIPLINARY STAGE 1	DISCIPLINARY STAGE 2	DISCIPLINARY STAGE 3
Description/Overview	All pupils are expected to engage positively in school. We understand that pupils will make mistakes and we build that into our system. HOY will track all reward and behaviour entries each week and follow up with relevant actions.	Stage 1 is an attempt to get pupils back on track when they are not meeting the standards in school. This is when the normal mechanisms in school are not having an impact on patterns of behaviour or severity of incidents. It is likely that pupils will have had some instances of disrupting the learning environment and their performance does not meet our expectations with regards to learning behaviours,. Most pupils will be successful at Stage 1 and, after a period of time, will be working their way off the Disciplinary Stages.	Stage 2 is most often an escalation from Stage 1. It happens when the input, support and collaboration within Stage 1 is not having an impact on behaviour. Behaviour seen has continued on the same level or even become more frequent or severe. A pupil can, however, move straight to Stage 2 if there has been a significantly serious incident. It is not necessary to go through each Disciplinary Stage to access the next. At Stage 2, a pupil's school place is being considered and they are beginning to be at risk of losing that place in the school due to their negative behaviour and consistently falling short of our expectations with regards to learning behaviours. Some pupils at this stage may be offered an opportunity to spend time at another school (also known as a Passport Placement) as an intervention. The aim of this is for pupils to understand the value of being at BWA, but also to demonstrate the existence of rules elsewhere.	Stage 3 is reserved for pupils whose behaviour in school places them at serious risk of Permanent Exclusion from school. There are times when it is necessary and correct to permanently exclude. Second chances cannot be offered continuously. We must maintain that pupils who have had support/intervention and clarity of our expectations should be able to make improvements in behaviour. Unfortunately, some pupils do not take these opportunities, instead they remain on the same course or sometimes their behaviour deteriorates. Standards are exceptionally important as they maintain a positive working environment for all our pupils and staff who should be able to come to school in a safe and orderly environment. Within this last Disciplinary Stage, we work closely with the Oaks in establishing external support, which helps to avoid Permanent Exclusion and gives pupils a fresh start. Many pupils have taken advantage of these passports and managed move placements to complete their compulsory schooling.
Outcomes & Next Steps	It is our aim that all pupils: Attend school to at least a good standard (96%) Arrive on time Maintain a decent positive total Stay on target in the majority of their subjects As a result pupils will leave with good results and move into further education or work-	<b>Outcomes</b> Stage 1 pupils need to improve their performance in line with their specific targets, report cards and mentoring. Pastoral Guidance meetings will provide specific solution focussed targets. Pupils will have a clear understanding of what they need to do to be removed from Stage 1. <b>Next Steps</b> If pupils are successful, they will be removed from the Disciplinary Stages, returning to the whole school monitoring systems we have in place. If they sustain their improvement, they will not need to return to Stage 1. If they are unsuccessful,	<b>Outcomes</b> Stage 2 pupils should be avoiding significant disruptions to the learning environment, their reports should a significant improvement in attitudes to learning and learning behaviours in the classroom. Pupils should be attending all detentions and report signing sessions without being chased. Pupils should be accepting staff instruction without question or argument. Pupils should be avoiding Internal and definitely avoid Fixed Term Exclusion. <b>Next Steps</b> At this stage, external agencies should be considered if there are no significant improvements being made. In other cases, a passport place to another school has shown	<b>Outcomes</b> Stage 3 is a very serious stage; it indicates that Permanent Exclusion is a realistic possibility. Pupils should be showing an improvement in how they handle situations when they go wrong and making a clear effort to improve their attitude to learning and their learning behaviour in the classroom. We should expect full co-operation with sanctions and consequences put in place, we should not need to chase pupils to ensure they are following instructions set out for them and the frequency of any Internal Exclusion should be growing. <b>Next Steps</b> If pupils are successful, they will be de-escalated to Stage 2 where they can hopefully continue to show significant improvement and in time, work their way off Disciplinary Stages altogether. If pupils are unsuccessful, then the school

	based apprenticeships.	then pupils will move to Stage 2 due to a lack of co-operation or lack of sustained improvement.	huge success in initiating significant long-term change. A managed move however may be suitable and offer a longer-term option and a fresh start in another Oaks school. If pupils are successful, they will be removed from the Disciplinary Stages, returning to the whole school monitoring systems we have in place. If they sustain their improvement, they will not need to return to Stage 1.	will be left with little option then to progress to a permanent exclusion or an alternative; for instance, a managed move to another school, a place on the PX <b>Managed Move</b> or Alternative Provision. These alternatives will be closely monitored and if unsuccessful, permanent exclusion remains likelihood.
--	------------------------	--	--	--

Form Tutors will receive points print outs to check on the behaviour of pupils in their form. Parents/Carers receive text messages if their child has a detention. Points updates are sent home as part of our reporting system. Collective and collaborative action is essential for support and intervention to be successful. It is essential that regular updates and information is shared and discussed and that progress is reviewed. Pupils will most often perform better when everyone understands what is happening and when they understand what they need to do in order to be successful. They also make faster progress if they are understood and shared sanctions and rewards at school and home.

King Edward VI Balaam Wood Academy element of collaborative/collective action can include:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Detention texts – indicating a loss of points | <input type="checkbox"/> Report booklets to share daily performance          | <input type="checkbox"/> Updates from support/interventions |
| <input type="checkbox"/> Behaviour print outs                          | <input type="checkbox"/> Summary letters                                     | <input type="checkbox"/> Governor reviews                   |
| <input type="checkbox"/> Phone calls home                              | <input type="checkbox"/> Parental consultation/concern meetings              | <input type="checkbox"/> Re-integration meetings            |
| <input type="checkbox"/> Data tracking three times a year              | <input type="checkbox"/> Internal and Fixed Term Exclusion letters/paperwork | <input type="checkbox"/> Meetings with external agencies    |
| <input type="checkbox"/> Pastoral Support Plans                        | <input type="checkbox"/> Home visits to discuss attendance and behaviour     | <input type="checkbox"/> Behaviour contract                 |

Pupils are placed in ability sets, which have a timetable and expectations that suit the ability of the group. Homework clubs, the Hub and department clubs run at break, lunchtimes and after school. We support pupils so that they can learn how to behave well, just as we support them to learn to read, or make calculations. It is essential that we understand that high expectations are the key to success for our young people. For instance, having a specific need should not lower our expectations, it should instead lead to an increase in the specific support provided to allow all pupils to reach the expectations set out for them, this will allow them to be successful in school and in life. As a result, there are no excuses for poor behaviour.

King Edward VI Balaam Wood Academy support can include:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Informal mentoring with staff            | <input type="checkbox"/> Individual Solution Focussed Mentoring     | <input type="checkbox"/> Brought-in services                        |
| <input type="checkbox"/> Classroom management techniques          | <input type="checkbox"/> Behaviour mentor input                     | <input type="checkbox"/> EHC plan application                       |
| <input type="checkbox"/> Rewards (verbal and points)              | <input type="checkbox"/> Guidance Group support courses             | <input type="checkbox"/> Oaks Collegiate Improving Behaviour Course |
| <input type="checkbox"/> Peer mentoring                           | <input type="checkbox"/> Nurture Group mentoring                    | <input type="checkbox"/> Six-week Oaks Passport Placement           |
| <input type="checkbox"/> Virtual Monitoring Data (via Form Tutor) | <input type="checkbox"/> Counselling (internal and external)        | <input type="checkbox"/> Managed Move Placement to Oaks School      |
| <input type="checkbox"/> Meetings with Guidance team              | <input type="checkbox"/> Oaks Collegiate Mentor Support             | <input type="checkbox"/> TAF or Think Family Referral               |
| <input type="checkbox"/> Meetings with Head of Year               | <input type="checkbox"/> Behaviour Support Service Mentoring (CoBs) | <input type="checkbox"/> MASH referral – Multi-Agency Support Hub   |
| <input type="checkbox"/> Report booklet                           | <input type="checkbox"/> Forward Thinking or Paediatrician referral | <input type="checkbox"/> Alternative Provision                      |
| <input type="checkbox"/> Restorative meetings                     | <input type="checkbox"/> Social groups (LST)                        |   |

Performance data is monitored by the Guidance team including:

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Effort grades          | <input type="checkbox"/> Reward points after each ADE cycle | <input type="checkbox"/> Report score data     |
| <input type="checkbox"/> Punctuality/attendance | <input type="checkbox"/> Behaviour Incidents report         | <input type="checkbox"/> Exclusion data        |
| <input type="checkbox"/> Curriculum             | <input type="checkbox"/> Attendance                         | <input type="checkbox"/> Incident frequency    |
| <input type="checkbox"/> Working At grades      | <input type="checkbox"/> Work scrutiny                      | <input type="checkbox"/> PSP target completion |



## Report Card System: Staged Approach

### What will be recorded on the report cards?

Pupils will receive a progress mark of either:

A tick ✓: Pupil made progress

Or

A cross X: Pupil failed to make progress

Pupils will also receive an effort grade each lesson:

**4: Outstanding**

**3: Good**

**2: Satisfactory**

**1: Unacceptable**

### Stage 1: Form Tutor **Behaviour** Report (Green)

- Three or more behaviour entries in a week will lead to pupils being placed onto a green Form Tutor Report
- Form Tutor contact parents/carers to explain decision to place pupil onto a report
- Pupils performance in each lesson is marked on the report card by the classroom teacher
- Pupil reports to the Form Tutor each day after school to review the day
- Reports to last an initial two weeks
- Reviewed by Head of Year and Form Tutor at the end of two weeks
- Successful pupils will then be taken off report
- Unsuccessful pupils will either remain on a Form Tutors Report for another two weeks or move up the report stage to a Head of Year report
- Parents/carers will be called in for meeting at this stage.

### **Stage 2: Head of Year Behaviour Report (Orange)**

- Unsuccessful pupils at Stage 1 are placed onto an orange Head of Year report
- Head of Year to meet parents/carers to discuss concerns around behaviour
- Pupils performance in each lesson is marked on the report card by the classroom teacher
- Pupil reports to the Head of Year each day after school to review the day
- Reports to last an initial two weeks
- Reviewed by Head of Year and Assistant Headteacher at the end of two weeks
- Successful pupils will then be taken off report
- Unsuccessful pupils will either remain on a Head of Year report for another two weeks or move up the report stage to a SLT report
- Parents/carers will be called in for meeting at this stage.

### **Stage 2: Head of Year Progress Report (Blue)**

- Unsuccessful pupils at Stage 1 can also be placed onto a Stage 2 Head of Year Report
- This report is given as an alternative to the Stage 3 Red SLT Report
- Head of Year to meet parents/carers to discuss concerns specifically around physical behaviour in classrooms
- Pupils performance in each lesson is marked on the report card by the classroom teacher
- Reports to last for a Half Term with daily meetings with the Head of Year
- If there is significant improvement, pupils can be removed off the report but still need to meet with Head of Year bi-weekly to discuss how things are going
- Reviewed by Head of Year and Assistant Headteacher at the end of the Half Term
- Unsuccessful pupils may move onto a Stage 3 Red SLT Report.

### **Stage 3: SLT Report (Red)**

- Unsuccessful pupils at Stage 2 are placed onto a red SLT report
- Assistant Headteacher to meet parents/carers to discuss concerns around behaviour
- Pupils performance in each lesson is marked on the report card by the classroom teacher
- Pupil reports to the Assistant Headteacher each day after school to review the day
- Reports to last an initial two weeks
- Reviewed by Assistant Headteacher and Deputy Headteacher at the end of two weeks
- Successful pupils will then be taken off report
- Unsuccessful pupils will either remain on a SLT report for another two weeks
- If a pupil continues to get it wrong at this stage, Stage 3 disciplinary interventions will be considered and a meeting with SLT, Governors and parents/carers will be arranged.

## **14. The Purpose of Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment:

- The use of a sanction should be characterised by certain features: It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is being sanctioned.

The consequence system incorporates a detention system to support us in achieving the aims identified as above. As with any school Balaam Wood Academy under 7 Section 90 of the Education and Inspections Act 2006 has the power to issue detentions to pupils.

## **15. Mobile phones / Smartwatches**

Pupils are not allowed to have a mobile phone or smartwatch visible in school at any time of the school day (8.40-3.10).

This principle also applies to pupils who use their mobile phones / smartwatches during the school day, even if they are not witnessed doing so by a member of staff i.e. pupil phones home to report an issue in school or to advise them they are feeling unwell. Pupils will still face sanctions in these instances.

- Mobile phones / smartwatches are not to be seen / heard / used on school premises
- Devices should be switched off and placed securely in a bag / blazer / coat prior to entering the school premises
- The school accepts no responsibility for pupils who bring devices on to the school premises
- If seen – phones will be confiscated and handed by the member of staff to to reception
- Phones can be picked up at the end of the day by pupils from main reception after 3.10pm. Any pupil who is in detention will not receive their phone until the detention has been completed
- Relevant sanctions will be put in place for pupils who persistently fail to meet our expectations with regards to technology devices.
- First confiscation in a term: warning and text home
- Second confiscation: **Consequence detention** (45-minute) and text home
- Third confiscation: **Escalation detention** (60-minute) and text home
- Fourth confiscation: **Escalation detention**, Meeting with parents/carers on the day when possible. Bespoke plan for pupil's mobile device put in place.
- The Bluetooth or similar function of a mobile device should be switched off at all times and not be used to send images or files to other mobile devices.
- No images or videos should be taken on mobile devices without the prior consent of the person or people concerned.
- The Head Teacher reserves the right to search the content of any mobile devices on the school premises where there is a reasonable suspicion that it may contain illegal or undesirable material, including pornography, violence or bullying.

## 16. Detentions

### What the law allows:

That schools and academies have the right to detain pupils for breaches of the school Behaviour Policy. Schools do not have to give parents notice of after-school detentions or tell them why a detention has been given. As a courtesy, King Edward VI Balaam Wood Academy will send a text message to inform you. More information can be found at <https://www.gov.uk/school-discipline-exclusions/discipline>

Teachers have a power to issue detention to pupils (aged under 18). Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent;
- b. weekends - except the weekend preceding or following the half term break; and

c. Non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.

*Extract taken from behaviour and Discipline in Schools (DFE), February 2014*

As such, it should be noted that detentions are not an optional part of the school processes. They apply to all pupils.

Detentions are a necessary aspect of how schools manage pupil behaviour and their approach to work. At King Edward VI Balaam Wood Academy, we expect pupils to complete any detention given. Any parent who has a concern in relation to a detention should contact the school on 464 9901 or through the following email address:

[enquiry@bwa.kevibham.org](mailto:enquiry@bwa.kevibham.org).

Any incorrect uniform or inappropriate corridor conduct picked by a member of the Senior Leadership Team or Head of Year will be given a **same day 30-minute detention after school**. This could include (but not limited to): shirt out, not wearing a tie, wearing trainers, piercings and physical contact such as play fighting and any pupil caught chewing gum on the school premises

Furthermore, in order to emphasise the importance of healthy living, only water will be allowed to be consumed in classrooms. Pupils will be permitted to bring in their own drink for break and lunchtime, as long as it is **not a high caffeine content, high sugar or fizzy drink**. Drinks of this kind will be confiscated and left at reception for pupils to collect at the end of the day.

If there is a legitimate reason why your child arrives in school with incorrect uniform, then a note or a phone call to Reception will be required with an explanation.

Detentions will be given where pupil behaviour or approach to their studies results in them receiving a **Consequence**. **Consequence** detentions will be given to pupils for disrupting the learning environment. Pupils that lose their planner must replace it by purchasing a new planner. If a pupil receives a **Consequence** this will mean they serve a detention of 45 minutes on the same day the detention was given. Any pupil that repeatedly forgets or loses their planer, is consistently late for school or lessons, consistently disrupts learning or fails to meet our uniform policy regularly will receive further sanctions from the school. Pupils will receive a reminder about the detention during period 5.

If a pupil receives an **Escalation** detention this will last for 60 minutes and take place on the same day it has been given This is for serious disruption to the learning environment and will lead to senior staff intervention. Pupils will initially complete some reflection time in our A2E area. The school will contact parents/carers by text for pupils to complete the hour's detention on the same day it has been given. Pupils will also be reminded about the detention during form time. Pupils will be given either books to read or comprehension tasks to complete during detention. Failure to complete these tasks to the lead teacher's expectations may lead to further sanctions.

If a pupil is removed from a detention for failure to follow instructions, disruption, rudeness to staff or any behaviour that does not meet the required standard, then further relevant sanctions will be given to that pupil and the detention rearranged for the next available day.

Pupils that refuse or fail to attend detentions without permission will face an escalation in sanctions.

## **17. Punctuality to School**

Late to school:

If a pupil is up to ten minutes late for school they will be kept for same day 30-minute punctuality detention after school. If a pupil is late between 10 and 30 minutes, they will receive a same day 45-minute after school. Any pupils later than 30 minutes will receive a same-day 60-minute detention after school. Persistently late pupils will see an escalation in consequences and be placed on an attendance plan.

Parents/Carers will receive a text message in the morning informing them of any punctuality consequences. Parents/Carers will be expected to meet with a senior leader should punctuality to school not improve. Should this remain a persistent problem, parents/carers will be expected to meet with a School Governor.

Late to lesson:

Pupils arriving late without a valid reason will be given a departmental sanctions to complete the lost time. Persistent lateness to lessons will result in Faculty Leaders and/or Heads of Year requesting a meeting with parents/carers and an escalation in consequences.

Truancy from lessons:

Any pupil deemed to be truanting from a lesson will receive a same day **Escalation** (60 minutes) detention and spend time in the internal suspension room. Parents/Carers will be contacted through the text message system or by the relevant Head of Year who may request a meeting with parents/carer and pupil to discuss the issue. Further truancy will result in an escalation in consequences.

## **18. Supporting the Learning Environment: ICT**

- pupils on the internet when they should be working will receive a departmental sanction
- Drinking or eating in a ICT room will receive a departmental sanction
- Any inappropriate messages sent via the internet or mobile phones will receive an **Escalation** (60 minute) detention
- Recording any member of the school community without their permission is not allowed and will lead to an appropriate sanction

- The display, supply or posting of any such materials will result in a serious sanction being imposed
- The school does not take responsibility for inappropriate use of digital media / social networking outside of school hours or outside of the school premises.
- Such issues which affect the running of the school will result in the involvement of any appropriate agency (e.g. the Police).
- The school monitors all pupils ICT access through Smoothwall. A more detailed description of what this entails and the consequences of misuse of ICT can be found in relevant ICT policies.

## 19. Supporting the Learning Environment: Language

- Staff will always respond appropriately to inappropriate language
- If staff can hear inappropriate language directed to them or about them the pupil will be removed from the classroom (**Escalation**) or placed into Recovery Room (A2E) for the day.
- If two pupils are using inappropriate language between them a departmental sanction or **Escalation** removal depending on severity of the language used will be given to both pupils
- A pupil shouting inappropriate language across the classroom so other pupils can hear will receive a departmental sanction or **Escalation** removal depending on severity of the language used.
- pupils inappropriate language will always be an issue and Consequences given
- Any form of verbal aggression towards a member of staff will always be dealt with
- Loud enough to be heard ... loud enough to be punished
- Staff should always be aware of the language they use when speaking to pupils
- We should all speak as we would like to be spoken to.

## 20. Supporting the Learning Environment: Smoking and Vaping

- Any pupil smoking/ vaping anywhere on the school site will be suspended (internally or externally) and school will reserve the right to permanently exclude a pupil for this issue particularly if the offence took place inside the school building.
- Any pupil who is standing with, or talking to a pupil who is smoking/vaping on the school site will also face sanctions.
- Any pupil smoking/vaping outside of school will receive an **Escalation** (60 minute) detention the next day for bringing the school into disrepute.
- Any cigarettes, lighters/matches or vaping materials discovered on a pupil inside the school premises will be confiscated and parents/cares asked to collect. They will not under any circumstances be given back to the child.

## 21. Off-site direction: Passport Placement and Managed Moves

### The OAKS Sharing Panel (Passport and Managed Moves)

The King Edward VI Balaam Wood Academy works within the OAKS Collegiate. Behaviour management is a key aspect of this partnership. Schools within the network meet every half-term for a 'Sharing Panel' meeting to discuss behavioural concerns and develop strategies to support pupils to manage their behaviour. Pupils may be taken to the Sharing Panel if their behaviour is still a significant cause of concern despite the interventions outlined in the Pastoral Support Plan. There are two clear processes that are used by the Sharing Panel to achieve this objective – the Passport and the Managed Move schemes.

### **Passport Programme**

Pupils experiencing difficulties in managing their behaviour may be referred to the Passport programme. This is a six-week placement at another school in the OAKS Collegiate. The aim of the programme is to encourage pupils to reflect on their behaviour during their placement and return to King Edward VI Balaam Wood Academy with a more positive outlook on their own behaviour. During the passport placement support is put in place to ensure the pupil has the opportunity to maximise their placement experience and return to their original school better prepared to manage their own behaviour.

Prior to the placement a meeting will be held with the Deputy or Assistant Headteacher (Pastoral), Head of Year, pupil, parent / carer and, where possible, the OAKS Behaviour Co-ordinator. The purpose of the meeting is to explain the passport programme and secure consent from the parent / carer for the placement to commence. The Head of Year will complete the necessary paperwork and forward it to the placement school and the OAKS behaviour team.

The OAKS Behaviour Co-ordinator will lead an initial induction meeting at the placement school and targets will be agreed, using the 'Sharing Panel Mentoring Form' and 'Passport Contract', for the pupil to achieve during the six-week placement, as well as outlining the support that will be provided by the placement school. During this meeting relevant behavioural, learning and safeguarding information will be shared by the Deputy or Assistant Headteacher (Guidance). The OAKS Behaviour Co-ordinator will ensure that school uniform is provided for the pupil as part of the process.

During the six-week period, the placement school will complete a weekly review, using red, amber and green traffic lights, which will be shared with the Deputy, Assistant Headteacher and Heads of Year (Guidance) at King Edward VI Balaam Wood Academy. If the review is highlighted as amber the placement school may organise an internal review meeting with the pupil, parent/carers and Assistant Headteacher (Guidance). If the review is highlighted as red, the placement school will organise an emergency review meeting, chaired by the Oaks Behaviour Co-ordinator, during which a decision will be made on whether the placement will continue. If it is agreed that the placement will continue, a new set of targets will be formally agreed and monitored closely by staff at the placement school.



If at any time the six-week placement is deemed to be failing, the Headteacher at the placement school will contact the Headteacher at King Edward VI Balaam Wood Academy, who will then notify the parents/carers of the placement school's decision to end the placement. Under such circumstances, the pupil will return to Balaam Wood Academy and an alternative passport placement may be investigated by the Oaks Behaviour Co-ordinator. Additionally, King Edward VI Balaam Wood Academy may deem it appropriate to issue the pupil with a fixed term exclusion for their behaviour at the placement school.

At the end of the six-week placement the pupil will return to King Edward VI Balaam Wood Academy with the Deputy or Assistant Headteacher (Guidance) leading a reintegration meeting as part of the process. The placement school will complete an 'End of placement report' to highlight any strengths and positives that can be taken from the placement, along with any behavioural, attendance and punctuality concerns, during the placement. This will be used as the basis for the Deputy or Assistant Headteacher (Guidance) to complete the reintegration meeting when the pupil returns to King Edward VI Balaam Wood Academy.

Other schools in the Oaks Collegiate will refer pupils to the Sharing Panel and they will complete Passport placements at King Edward VI Balaam Wood Academy. It is our responsibility to ensure that all aspects of the Passport programme (as outlined above) are adhered to by staff at King Edward VI Balaam Wood Academy.

### **Managed Move**

Pupils who continue to experience behavioural issues, despite previous behavioural interventions, may be referred to the Sharing Panel to arrange a Managed Move placement at another school in the OAKS Collegiate. This placement will be on a temporary basis, 6-12 weeks initially, with the view of the placement being made permanent if the pupil behaves and performs well during this time. If after 12 weeks the placement school still has concerns around the success of the managed move they hold the right to extend the placement for up to another 6 weeks (18 weeks in total). They would, however, still officially remain on roll at King Edward VI Balaam Wood Academy until a decision was reached with the placement school to officially place the pupil on their roll.

Managed Moves will be considered under the following circumstances:

- A pupil has persistently failed to follow the school's behaviour policy despite the tiered intervention / support outlined in the school behaviour policy;
- A pupil attended another school on a passport placement but their behaviour has not improved since returning to Balaam Wood;
- A pupil is involved in a serious breach of the school rules and their actions have put the safety of staff and other pupils at risk;

- A pupil has received multiple fixed period internal and external exclusions; and/or
- A pupil who is at risk of permanent exclusion.

As part of the process, our Deputy or Assistant Headteacher (Guidance) and the OAKS Behaviour Co-ordinator will meet with the pupil and parent / carer to discuss the reasons for and benefits of the managed move and secure consent from the parent / carer. The Headteacher or Deputy Headteacher (Guidance) will then attend a Sharing Panel meeting where a decision will be made on the most appropriate placement school. Various factors will be considered when agreeing the most appropriate placement school:

- Distance from the family home;
- Level of behavioural support schools can provide based on needs of the pupil;
- Historic or current issues with pupils currently attending the proposed school; and
- Nature and extent of any safeguarding issues and support required.

The OAKS Behaviour Co-ordinator will lead an initial induction meeting at the placement school and targets will be agreed, using the 'Sharing Panel Mentoring Form' and 'Managed Move Contract', for the pupil to achieve during the first phase of the placement, as well as outlining the support that will be provided by the placement school. During this meeting relevant behavioural, learning and safeguarding information will be shared by the Deputy or Assistant Headteacher (Pastoral). The OAKS Behaviour Co-ordinator will ensure that school uniform is provided for the pupil as part of the managed move process.

The placement school will invite parents/carers, the Deputy Headteacher, Assistant Headteacher or Head of Year (Guidance) and the Oaks Behaviour Co-ordinator to a review meeting after the initial 6-8 week period. During this meeting the placement will be reviewed, with the possible outcomes that the pupil will either be formally taken on roll by the placement school, the managed move will be extended for another 6-8 weeks and then reviewed again at the end of this period or the managed move will be terminated. The placement school does have the right to extend the managed move indefinitely until they are satisfied the pupil has achieved the attendance and behavioural targets agreed in the Mentoring Form and Managed Move Contract.

The placement school will complete a weekly review, using red, amber and green traffic lights, which will be shared with the Deputy Headteacher, Assistant Headteacher and Heads of Year (Pastoral) at King Edward VI Balaam Wood Academy. If the review is highlighted as amber the placement school may organise an internal review meeting with the pupil, parent/carers and Deputy or Assistant Headteacher (Pastoral). If the review is highlighted as red, the placement school will organise an emergency managed move review meeting, chaired by the Oaks Behaviour Co-ordinator, during which a decision will be made on whether the

placement will continue. If it is agreed that the placement will continue, a new set of targets will be formally agreed and monitored closely by staff at the placement school.

The placement school does have the right to recommend an end of placement at any stage, for the reasons outlined below (please note this is not an exhaustive list). Examples include:

- Pupil fails to attend the placement school regularly;
- Pupil is persistently late for the placement school each day;
- Pupil persistently fails to follow the school rules and meet behavioural expectations;
- Pupil brings a banned substance or illegal object on to the school premise;
- Pupil is verbally abusive and/or physical aggressive towards another pupil or a member of staff;
- Pupil damages school property;
- Pupil is involved in a 'one off' serious breach of the schools behaviour policy.

Under these circumstances, the Headteacher at the placement school will contact the Headteacher at King Edward VI Balaam Wood Academy who will then make the final decision on whether to end the placement. If the decision is made to end the placement, the main school notify the parents/carers of the decision to end the managed move. At this stage the placement school will complete an 'End of Placement Report' to highlight any strengths and positives that can be taken from the placement, along with any behavioural, attendance and punctuality concerns, that led to the decision to terminate the placement.

When the decision has been made to terminate the managed move, the Headteacher, Deputy Headteacher or Assistant Headteacher at King Edward VI Balaam Wood Academy and OAKS Behaviour Co-ordinator will meet with the pupil and parents / carers. The meeting is designed to investigate the next steps for the pupil to include other possible managed move placements either in the OAKS Collegiate or cross city, or other forms of alternative provision. The pupil will not necessarily return to King Edward VI Balaam Wood Academy during this time and it is the responsibility of the OAKS Behaviour Co-ordinator to make alternative provision between managed move placements.

If it is deemed appropriate for the pupil to return to King Edward VI Balaam Wood Academy, the pupil and parent/carer will be expected to sign a 'Behaviour Contract' and attend regular review meetings as required. Additionally, the academy may deem it appropriate to issue the pupil with a fixed term exclusion for their behaviour at the placement school.

Other schools in the Oaks Collegiate will refer pupils to the Sharing Panel and they will complete Managed Move placements at King Edward VI Balaam Wood Academy.

It is our responsibility to ensure that all aspects of the Managed Move programme (as outlined above) are adhered to by staff at the academy.

## **22. Governors Behaviour Panel**

Parents / carers will be invited into school to meet members of the Governing Body to discuss on-going concerns about their child's behaviour in school. As part of this process parents / carers may be required to agree a 'Parent Contract' as part of their commitment to work with the school to support their child and their conduct at school. Parents/carers may be required to attend a Governors Behaviour Panel meeting under the following circumstances: (This is not an exhaustive list)

- Pupil persistently disrupts the learning environment
- Pupil receives 3 Fixed Term Exclusions in an academic year
- Pupil fails passport or managed move placement at another school
- Pupil involved in a serious one off incident

## **23. Fixed Term Suspensions**

The Headteacher Deputy Headteacher and Assistant Headteacher (Guidance) are responsible for authorising exclusion paperwork. It is the Head of Years responsibility to complete the suspension paperwork and ensure that appropriate witness statements are supplied to support the content of the suspension paperwork. Pupils will either receive an internal suspension (Recovery) or an external suspension (at home) for a fixed period of time. The decision on the length of the suspension will be made by Headteacher Deputy Headteacher or Assistant Headteacher (Guidance) based on the nature and seriousness of the incident. However, the number and length of previous suspensions may be used to consider the length of the suspension issued by the Headteacher.

There is no definitive list of circumstances that may result in a fixed term suspension from school. However, acts of physical aggression towards other members of the school community (pupils and staff), using racist language or undertaking racially motivated actions, behaviour in the community that brings the school into disrepute, smoking on the school site and posting images of a member of the school community on line without their consent may result in a fixed term suspension from school.

The academy reserves the right to consider a fixed term suspension from school for any behaviour that falls below expectations outlined in our behaviour and discipline policy.

The academy reserves the right to permanently exclude a pupil from school if they are found in possession of a dangerous item (i.e. knives, guns, blades, hammers) or illegal substances (i.e. drugs) on the school site.

After the suspension has been agreed by the Headteacher, parents / carers will be contacted by telephone to explain the length of and reasons for the suspension. This will be supported by a letter sent home to parents / carers clearly outlining the length of and reasons for the suspension. The academy will provide work for the pupil to complete at home during the length of the suspension.

King Edward VI Balaam Wood Academy will commit to securing an alternative form of education if a pupil is suspended for more than five consecutive days for the one incident. For example, the pupil may be required to attend another school to work in isolation for the remainder of the term of the suspension.

The Designated Safeguarding Lead (DSL) will contact appropriate external agencies to notify them of a decision to suspend a child potentially at risk, i.e. – Social Care, Youth Offending, and Family Support Teams.

Parents / carers will be required to attend a reintegration meeting with the Deputy Headteacher or Assistant Headteacher before the pupil returns to school. If a parent / carer either fails to or refuses to attend the meeting, the school will keep the pupil in the Recovery area until the parent attends the meeting. During this meeting the pupil and parent/carer will be expected to agree the terms of a 'Behaviour Contract' to outline key expectations when the pupil returns to school. This contract will be reviewed regularly, and parents/carers will be required to attend review meetings as agreed in the initial contract.

Parents/carers will be required to attend a formal meeting with the Headteacher and/or member of the senior leadership team if a pupil is suspended from school twice in an academic year and another meeting with the Chair of Governors if a pupil is suspended from school three times in an academic year.

## **24. Permanent Exclusion**

King Edward VI Balaam Wood Academy will endeavour to put support strategies in place to ensure that a pupil is not in danger of being permanently excluded. Any decision to permanently exclude a pupil will be taken to the Governors for formal approval. The school will follow guidance from the DFE in all cases of Permanent Exclusion.

### **Permanent Exclusion Managed Moves**

As a member of the Oaks Collegiate, we work closely with our partner schools to minimise the risk of pupils being permanently excluded from school for a 'one-off' incident where the behaviour displayed is 'out of character' for the pupil in question. A Permanent Exclusion Managed Move gives a pupil the opportunity to move to another OAKS Collegiate school for a 20-week placement. If the placement is successful over the 20-week period, the pupil should be taken on roll at the placement school and avoid being permanently excluded from King Edward VI

Balaam Wood Academy.. If, however, the placement is terminated at any stage of the 20-week period for a serious breach of the school's behaviour policy, King Edward VI Balaam Wood Academy will continue with the permanent exclusion.

The process for PEX Managed Moves follow the same process for managed moves in terms of organising, reviewing and terminating the placement. The school will follow all safeguarding guidance to monitor and ensure the safety of students at alternative provision sites, in line with procedures outlined in our Child Protection and Safeguarding policy.

## **25. Internal Suspension Room (Alternative to Fixed Term Suspension)**

Pupils may be required to spend a period of time in the Recovery Room (Alternative to **Suspension**) for several reasons, including:

- They have received a **Consequence/Escalation** for behaviour in lessons or around the school at break / lunchtimes;
- They have been asked to write a statement about an incident that has taken place in school or the community, pending further investigation;
- They have been internally suspended for a specific reason;
- Staff have unsuccessfully attempted to contact parents to collect their child from school for behavioural issues or a fixed term suspension;
- Staff feel they need 'time out' to compose themselves as a result of a specific incident;
- They have failed to comply with school uniform expectations;
- They have failed to attend a detention;
- They have failed to give their mobile phone to a member of staff if it was visible in school; and
- They have damaged school property.

As outlined in Positive Environments where children can flourish', March 2018 (Ofsted), we will endeavour to protect the rights and dignity of pupils at all times in the Internal Suspension Room. We recognise that some pupils may feel vulnerable and anxious if they are placed in the Internal Suspension Room and we will consider this when placing a pupil into the room.

## **Internal Suspension Room OPERATING PROCEDURES**

**Internal Suspension** runs for all pupils from 9:10am-3:10pm

<b>Period 1: 9:05-10:05</b>	They are collected by On Call staff and taken to A2E. Expectations for the day will be set by a member of SLT/HOY
-----------------------------	---

Pupils will be allocated a desk upon entry to A2E. Pupils will place pencil case, planner and bottle of water on their desk and place bags and coats under their desk.

Expectations of the day will be shared:

- Work will be provided for you and you will be expected to complete all of the work set

Pupils will complete work issued by staff or on Go 4 Schools and Century unless provided with specific work from teaching staff for that day.

- You must remain in your seat and follow any instructions given by the supervising member of staff
- A record will be kept of your behaviour and a phone call maybe made to parents/carers to share behaviour, attitude and progress at the end of the day.

**THINK!** – If you do not work or behave appropriately your time in the room will be extended.

**Period 2 –  
10:05-11:05**

Pupils will complete work issued by staff or on Go 4 Schools and Century unless provided with specific work from teaching staff for that day.

**Break Time  
11:05-11:25**

Pupils sit in recovery area for social time

**Period 3 –  
11:25-12:25**

Pupils will complete work issued by staff or on on Go 4 Schools and Century unless provided with specific work from teaching staff for that day.

**Period 4 -  
12:25-13:25**

Pupils will complete work issued by staff or on Go 4 Schools and Century unless provided with specific work from teaching staff for that day.

**Lunch Time  
13:25– 14:05**

Pupils will be placed with a senior member of staff on duty at lunchtime. Pupils will be taken to get their lunch from the canteen if they require one.

**Period 5 –  
14:05-14:35**

Pupils will complete work issued by staff or on Go 4 Schools and Century unless provided with specific work from teaching staff for that day.

**14:35-15:10**

Pupils to participate in group reflection/restorative justice session with supervising staff. Pupils will discuss the circumstances that resulted in them being placed in A2E. They will discuss/explore:

- Accountability that addresses the resulting issues/harms towards their peers. We will encourage empathy and responsibility for individual actions
- Encourage pupils to experience personal transformation including acknowledgment of the harms that contributed to behaviours and strategies identified to reduce a repeat in offending behaviours
- Encouragement and support for reintegration to formal lessons the following day.

## **26. Canteen Conduct**

- Pushing or queue jumping – Standards detention (30 minutes)
- Leaving tray at the table – Standards detention (30 minutes)
- The Canteen reserve the right to refuse to serve any member of the school community.

## **27. Management of Bullying and Child-on-Child Abuse**

### **Introduction to abuse and harmful behaviour**

Abusive behaviour can happen to children in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put into place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed over as “banter” or “part of growing up”.

Equally, abuse issues can sometimes be gender specific, girls/boys being sexually touched/ assaulted. This could also be same sex touching/assault. Boys being subject to initiation/hazing type violence. (KCSIE, 2021) It is important to consider the forms abuse may take and the subsequent actions required.

### **Types of abuse**

There are many forms of abuse that may occur between children (the list is not exhaustive) including:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse



- Up skirting, which typically involves taking a picture under a person's clothing without them knowing
- Sexting (also known as youth produced sexual imagery)
- Initiation type events including violence and rituals (known as Hazing)

King Edward VI Balaam Wood Academy will investigate all reports of child-on-child abuse thoroughly and without prejudice or discrimination. All incidents of abuse are logged in the child-on-child abuse log. Follow up intervention is then carried out for both victim and initiator. King Edward VI Balaam Wood Academy will use a restorative justice approach internally whilst always seeking support from the relevant outside agencies when appropriate.

Refer to King Edward VI Balaam Wood Academy Safeguarding policy for more detailed information around specific child on child abuse.

Bullying may incorporate examples of unacceptable behaviour which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, damage or theft of property, cyber bullying, racist bullying, faith-based bullying, homophobic abuse/harassment and disability bullying.

The sanctions imposed for bullying are outlined in the school's Anti-Bullying Policy. Reference to the school's bullying policy will be considered when dealing with bullying incidents.

Especially pertinent are issues linked to:

- Reference to cyber bullying
- The importance of prompt communication with parents
- Use of sanctions and support mechanisms to deter bullying
- Mechanism for recording incidents of bullying to act as a record
- Out of school incidents which the school will take the necessary action
- The use of Restorative Justice at the discretion of the pastoral team.

## **28. The Power to Discipline beyond the School Gate**

Disciplining beyond the school gate covers the school's response to all bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes behaviour when the pupil is:

Taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school. Or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

It should be considered whether it is appropriate to notify the police of the actions taken against a pupil if the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the pupil suffering, or being likely to suffer, significant harm. In this case the school staff should follow its Safeguarding Policy.

## **29. Powers to Search and Confiscate**

The Headteacher 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. The school reserves the right to WAND pupils. Prohibited items are:

- Knives or weapons
- Alcohol, illegal drugs or 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, to cause personal injury to, or damage to the property of, any person (including the pupil) head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The law states:

- the member of staff conducting the search must be of the same sex as the pupil being searched.
- There will always be another member of staff present as a witness to the search.
- Staff may search a pupil's outer clothing, pockets, possessions, bags or lockers.
- Outer clothing means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- The possessions will only be searched in the presence of the pupil. A metal detector may be used to assist the search, as required.
- The school has the right to search for any item if the pupil agrees.
- The members of staff staff authorised to carry out the search will ensure the pupil understands the reason for the search and how it will be conducted, and give them the opportunity to ask any questions about the search.
- The school will consider the age and needs of the pupil at this stage, including those with specific individual needs and/or special education needs.

- If the pupil is not willing to agree to the search, they should remain supervised and isolated from other pupils.
- Parents will be contacted to secure their support for the search to be completed and will be invited into school to observe or participate in the searching process.
- The Headteacher will consider whether it is appropriate to use reasonable force to conduct the search, particularly if the search would prevent the pupil from harming themselves or others, damaging property or from causing disorder.
- Failure to co-operate with the search will be managed in line with the school behaviour policy and a fixed term suspension will be issued.
- If necessary, the Headteacher will contact the police to request support. Strip searches on the school premise are allowed but can only be carried out by police officers.
- Before calling the police into school, the Headteacher and DSL will assess the risk of a potential strip search on the pupil's mental and physical well-being and the risk of not recovering the suspected item.
- Once on the school site the decision on whether to conduct a strip search lies with the police and the school will act as an advocate for the safety and well-being of the pupil. Parents will be informed by the DSL once the strip search has taken place.
- After the strip search has been completed, the pupil will receive appropriate support, irrespective of whether the suspected item is found, to help them to deal with the experience of being searched.
- A referral to Children's Social Care or Early Help will be considered by the DSL.
- If an item is found, the police will take relevant action, and the school will follow the guidance outlined in the policy for either a fixed-term suspension or permanent exclusion.
- All school searches for prohibited items and all searches conducted by police officers will be recorded on CPOMS, including whether or not an item is found.
- Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search, including any items confiscated

### **30. Restraint**

Academy staff have a legal power to use force to manage a situation in which:

- a pupil may cause harm to themselves
- a pupil who may cause harm to others
- where a pupil may cause damage to school property.

Force will be used to either control or restrain. The minimum amount of force will be used for the minimum amount of time to ensure that the desired outcomes are met. For further information, refer to the academies Care and Control policy.

### **31. Allegations against Staff**

It is essential that any allegation of abuse made against a teacher or other member of staff is dealt with properly and promptly. This means quickly, fairly and consistently, and in a way that provides effective protection for the pupil whilst protecting the rights and livelihood of the person accused. In such instances the academy will refer to the procedure for dealing with allegations against staff policy.

In cases where it has been found that a pupil has made a malicious allegation then the school will put in place appropriate sanctions and support for all parties.

### **32. Equality and Fairness**

The following factors are considered when administering sanctions:

- Notice will be given on the same day for any standards/Consequence and Escalation detention.
- Pupils can be detained for 10 minutes at the end of the day without notice to parents/carers.
- Behaviour will be linked to severity of sanction
- Where appropriate the academy will take witness statements to assist investigations. The academy will aim to complete investigations within a timescale of 5 working days. The academy will extend enquiries should new information regarding an incident be found.
- The academy will make effective use of ICT database facilities to support the maintenance of good behaviour.
- The impact of the behaviour policy will be monitored to ensure that there is no discrimination and is not disproportionate with reference to the following Protected Characteristics:
  1. Disability
  2. Ethnicity
  3. Looked After Pupils
  4. Pupils with mental health needs
  5. Pupils with physical health needs
  6. LGBTQ pupils
  7. Migrant and refugee pupils
  8. EAL pupils
  9. Young carers families under stress
  10. Other pupils at risk from disaffection and suspension/exclusion
  11. Any other protected characteristics which are listed under our Safeguarding Policy.

### **33. Behaviour Policy and the Disability Discrimination Act (DDA)**

The academy recognises its responsibility to regulate its practice so that it corresponds to the DDA. The academy will undertake steps so that those pupils with a physical or

mental impairment do not receive less favourable treatment as a result of their disability. Additionally, the academy will work with pupils and parents/carers to secure reasonable adjustments to assist pupils in the challenges they face at school.

### **34. Behaviour Management and the DDA: Good Practice**

The academy will endeavour to provide support for those pupils with disabilities which may affect behaviour by:

- Taking steps to raise the awareness of all staff of pupils with disabilities and the strategies for their effective behaviour management and the prevention of any potential difficulties that may arise
- To undertake (when necessary) environmental adjustments that prevent the occurrence of problematic incidents
- To keep all staff and governors up to date regarding their roles and responsibilities by the provision of training and relevant information
- To ensure that the school provides training and/or briefings for temporary or supply staff that may come into contact with a specific pupil
- To undertake (when appropriate) risk assessments which address behaviour management issues in the context of health and safety
- To ensure that the school admissions procedure enable the school to identify whether a pupil applying to the school has a disability and, if so, the nature of the disability
- To ensure that the school has systems for recording if a pupil already on the school roll is identified as having a disability
- To ensure that the resources to support a pupil are identified when the pupil is admitted to school
- To ensure the school has systems in place so that if staff come into contact with specific pupil, including temporary staff, know about and can effectively implement appropriate strategies for dealing with that pupil's behaviour
- To address behaviour management issues through the process of planning, implementing and reviewing Individual Education Plans, Individual Behaviour Plans and pastoral support programmes
- To effectively deploy specialist staff to help manage specific behaviour issues that relate to a disability
- To ensure that specialists work closely with other staff including providing advice and feedback.

### **35. Use of Sanctions and the DDA (Disability Discrimination Act)**

The academy will work closely with pupils and parents to adhere to the principles of good practice relating to the DDA. However, the DDA does not mean that such pupils have an excuse for disruptive and anti-social behaviour. In relation to any specific incident, there has to be a direct relationship between the behaviour and the pupil's disability. If no such link exists sanctions will be applied in line with academy policy.

### **36. Deployment of Specialist Support Staff**

The role of the SENCO and support staff is central to maintaining high standards of behaviour. Specialist staff should be identified to assist in dealing with specific behaviour issues.

The academy will have access to appropriate pupil and family support services including:

- City of Birmingham Schools (COBS)
- Internal and external Mentoring
- Counselling services
- Education Psychology Service
- Health Services
- Social Services
- Youth Workers
- Youth Offending Team
- Drug Counselling Agencies

The academy will participate appropriately in implementing the Common Assessment framework to involve other services to support behaviour.

### **37. Curriculum Flexibility and Relevance**

The academy recognises the link between disaffection, misbehaviour, curriculum access and special educational needs. It will support pupils through the following means:

- |   |  |
|---|--|
| <input type="checkbox"/> SEN review                     | <input type="checkbox"/> Teaching and learning styles                    |
| <input type="checkbox"/> Modification of the curriculum | <input type="checkbox"/> Ensuring curriculum accessibility and relevance |
| <input type="checkbox"/> Alternative Provision          | <input type="checkbox"/> Personal Development Programme                  |
| <input type="checkbox"/> Disapplication                 | <input type="checkbox"/> Reduced timetables                              |
| <input type="checkbox"/> Work-related learning          |  |

### **38. Staff Induction and Professional Development**

All new members of staff will receive induction in relation to the school's behaviour and discipline protocols including the rewards and consequence systems. A continuous programme of professional development will support the implementation and day to day use of the behaviour policy.

### **39. Parental Liaison and Complaints Procedure**

We give high priority to clear communication within the academy and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to the Guidance Team so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Parents and carers have an essential role to play in assisting schools in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their pupil for ensuring that pupils are ready to learn. Consistency of expectations by schools and parents/carers is essential as is the need for effective liaison between the home and the school.

Acceptable and unacceptable behaviour will be communicated to staff, pupils and parents/carers through:

- Rules
- Prospectus
- Assemblies
- Staff training
- Website
- Letters to parents/carers

The academy will communicate its expectations to parents/carers regarding behaviour and the behaviour policy. Where behaviour is causing concern parents/carers will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents/carers.

Complaints in the first instance will be referred to the relevant senior leader and a copy of the complaints policy will be available to parents on request. The Policy is on the website.

#### **40. Remote Learning Expectations**

- Pupils will only use ICT systems in school/home including the Internet, email, digital video, mobile technologies, for school purposes.
- Pupils will only use their school email address for school-related purposes.
- Pupils will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network.

- Pupils will not try to bypass the Internet filtering system.
- Pupils will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
- Pupils will be responsible for their behaviour when using the Internet. This includes the resources they access and the language they use.
- Pupils will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If pupils accidentally come across any such material, they will report it immediately to their teacher.
- Pupils will ensure that their online activity, both in school and outside school, will not cause the school, the staff, pupils or others distress or bring them into disrepute.
- Pupils will follow the school approach to online safety and not deliberately record/video upload or add any images, video, sounds or text that could upset or offend any member of the school community.
- Pupils will respect the privacy and ownership of other's work online at all times.
- Pupils must understand that all their use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect them and others and the integrity of school systems.
- Pupils must understand that these rules are designed to keep them safe and that if they are not followed, school sanctions will be applied and their parent/carer will be contacted.

#### **41. Cycle of Monitoring and Review**

The Governing Body will review the policy on a one-year cycle. This will be accompanied by consultation with staff, parents, carers and pupils.

#### **42. Links to Other Policies**

- Anti-Bullying Policy
- Equality Policy
- Safeguarding Policy
- Care and Control Policy
- E-Safety Policy
- Health & Safety Policy
- Attendance Policy
- Mental Health Policy
- Preventing Extremism Policy
- Special Educational Needs Policy
- Relationships & Sex Education Policy
- Sexual Harassment and Sexual Violence Policy