

Behaviour Policy

This policy is called:	Behaviour Policy
It applies to:	All staff, students and visitors to Bolder Academy
Person responsible for its revision:	Headteacher
Status:	Statutory
Published on:	The Academy Website
Approval by:	Governing Board or Delegated Committee
Review frequency:	Annually
Date of approval:	October 2021
Date of next approval:	October 2022

Contents

1	Introduction	1
2	Aims and Objectives	1
3	Application of Policy	1
4	Roles and Responsibilities	2
5	Rewards.....	4
6	Sanctions.....	4
7	Students with Special Educational Needs and/or Disabilities.....	6
8	Investigating Incidents.....	6
9	Search, seizure and confiscation	7
10	Use of reasonable force	8
11	Bullying.....	8
12	Complaints.....	10

1 Introduction

- 1.1 Bolder Academy's behaviour strategy is aimed at improving educational outcomes for all students by promoting and supporting their engagement in education across the Academy. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the Academy gate. Our three key values: be kind, be strong, be brave underpins all that we do.
- 1.2 This policy outlines the high behavioural standards Bolder Academy expects from all our students and sets out the sanctions that will follow if this policy is not adhered to. This policy will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

By setting high standards of expected behaviour, Bolder Academy aims to:

- promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment;
- maximise the quality of the learning experience for all students enabling everyone to learn effectively;
- enable students to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the school community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between students and their peers, and between staff and students;
- raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst students for the need to recognise and manage their emotions and reactions; and
- support students whose behaviour within the Academy environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

- 3.1 This policy applies to all members of Bolder community. The Academy will apply sanctions within this policy for behaviour that takes place outside of Academy premises where it is reasonable to do so, for example if allegations of bullying taking place outside of Academy hours are reported to the Academy.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the Academy, staff will consider:

- 3.2.1 whether the student is taking part in any Academy-organised or Academy-related activity, travelling to or from the Academy, wearing school uniform or is in some other way identifiable as a student at the Academy at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the student's behaviour could have repercussions for the orderly running of the Academy, whether the behaviour poses a threat to another student or member of the public or could adversely affect the reputation of the Academy and/or Trust.

4 Roles and Responsibilities

All members of Bolder Academy community are expected to follow this policy. Roles, responsibilities and expectations of each section of Bolder Academy community are set out in detail below.

4.1 Board of Trustees

The Governors will work with the Academy's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from students attending the Academy. Governors will monitor and evaluate the impact of the policy and will hold the Headteacher to account for its implementation. Governors will ensure that they and local governors receive relevant training on exclusions, behaviour and discipline at least every two years.

4.2 The Headteacher

- 4.3 The Headteacher will ensure that this Behaviour Policy is applied consistently across the Academy and will report back to the Governors on educational outcomes, behaviour management, support strategies and early intervention for students requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

The Headteacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline

4.4 Staff

All staff will:

- Support and promote the Bolder Values

- apply this policy fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable students may face;
- promote a teaching and learning ethos which encourages all students to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour and any given sanctions in the student's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Bolder community and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect student's behaviour and respond according to individual need;
- identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;
- contact parents/carers/carers if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the Academy if required;
- send parents/carers an annual written report on their child's progress and arrange Parents'/Carers' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.5 Parents/Carers

Parents/carers play an important role in ensuring good behaviour from their children. Parents/carers are expected to:

- support the Academy in the application and enforcement of this policy;
- inform the Academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the Academy on time, appropriately dressed, fed, rested, and equipped;
- work with the Academy in support of their child's learning;
- attend virtual or in person meetings at the Academy with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;

- inform the Academy in writing of any medication their child needs to take (see the “Supporting children with medical needs” policy);
- support their child in homework and other opportunities for home learning; and
- attend Parents’/Carers’ Evenings and discussions about their child’s progress, if reasonably possible
- in the case of exclusion, provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during Academy hours without reasonable justification and, if invited, attend a reintegration interview at the Academy with their child (see exclusion letters).

4.6 Students

The rights and responsibilities of students are set out at the Annex to this policy along with a list of the Academy rules to which all students must adhere. Students are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The Academy believes that it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour.

6 Sanctions

6.1 Where a student’s conduct falls below the standard which could reasonably be expected of them the Academy will impose sanctions. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the student’s age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour. The Academy uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- verbal reprimand/reminders
- requiring a written apology
- confiscation of a student’s property
- missing break time/part of lunch time
- extra work or repeating unsatisfactory work until it meets the required standard
- the setting of written tasks as punishments
- Academy-based community service or imposition of a task – such as picking up litter, weeding Academy grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular Academy events such as sports day or prom
- attending restorative conversation meetings
- removal from a class or groups

- internal exclusion
 - detention including during lunch-time
 - confiscation of mobile devices until the next day, where a parent/carer can collect
 - regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring
 - education off-site for a designated period
 - fixed or permanent exclusion
- 6.3 Academy staff aim to work in cooperation with parents/carers to understand the reasons behind their child’s behaviour and put in place a clear support strategy for modifying and addressing that behaviour. Bolder Academy recognises the importance of effective home-school communication and will endeavour to communicate with parents/carers regarding students’ behaviour when necessary.
- 6.4 The Academy encourages restorative justice and students are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The Academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the Academy’s Safeguarding Policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the Academy, and all students will respect and look after the Academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:
- verbal abuse to staff and others
 - verbal abuse to students
 - physical abuse to/attack on staff
 - physical abuse to/attack on students
 - any form of bullying (to the extent not covered above)
 - indecent behaviour (including that on social media platforms)
 - damage to property
 - gambling on Academy property
 - recording or taking images of students or staff without their express consent
 - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”
 - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
 - theft
 - serious actual or threatened violence against another student or a member of staff
 - sexual abuse or assault
 - carrying an offensive weapon
 - arson

- unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the student's behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the Academy rules (see Annex)

6.7 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy. The Academy will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term or permanent basis (details of which can be found on the Academy's Exclusion Policy).

7 Students with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other students of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 Bolder Academy is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the Academy will do all it can to ensure that the student receives appropriate support. Bolder Academy is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a student may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a student whose behaviour is in consequence of their disability than would be imposed for a student exhibiting the same behaviour who does not have that disability.

7.3 An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read Bolder Academy's Special Educational Needs Policy/ SEN Information Report for more information.

8 Investigating Incidents

8.1 Initial investigations may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary academies students who have witnessed the behaviour will

be asked to provide written, signed and dated statements. Any questions raised by staff will be open and non-leading. If the police wish to question the student, the Academy will ensure that a responsible adult is present at all times and will inform the student's parents/carers of what has happened as soon as possible.

- 8.2 Bolder Academy uses Close Circuit Television ("CCTV") within its premises. One reason why Bolder uses CCTV is to provide a safe and secure environment for students, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see Bolder Academy's CCTV policy and privacy notices for more information.
- 8.3 When more than one student is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- 8.4 In exceptional circumstances, students may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other students may be compromised by that student remaining in the Academy.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.
- 9.2 Staff may confiscate or seize items in the possession of students that are illegal or banned by the Academy rules and may confiscate, retain or dispose of a student's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated. Where appropriate a member of staff may retain or dispose of a student's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.
- 9.3 A teacher or someone who has lawful control of the child can search a student **with their consent** to look for any item banned by the Academy rules. Students must be first asked to empty pockets and bags themselves. If the student refuses to give permission the Academy may impose a sanction for failing to follow a reasonable instruction.
- 9.4 The Headteacher and other senior members of staff have the power to search a student **without the student's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:
- knives or weapons
 - alcohol
 - illegal drugs

- “legal highs”
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or
- articles that have been or could be used to commit an offence or cause harm

9.5 Any search without consent must be conducted by a member of staff of the same sex as the student in the presence of another member of staff. A member of staff can only carry out a search of a student of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.6 Staff should keep a record of any searches conducted on students and inform parents/carers that a search has been carried out as soon as reasonably practicable.

9.7 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

10 Use of reasonable force

10.1 Bolder Academy strives to provide a safe learning environment for all students. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

10.2 This power extends to times when staff are lawfully in charge of students but are off the Academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

10.3 Sometimes, students may get anxious or agitated and strategies used to help students calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the student’s own safety, the safety of other students and staff, or to ensure that property is not seriously damaged.

10.4 All incidents where students need to be held to help them to calm down will be recorded,

11 Bullying

11.1 Bolder Academy will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where

the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

- 11.2 Bolder Academy wants to make sure that all students feel safe in the Academy and are accepted into Bolder community. Bolder Academy's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. Bolder Academy practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in Bolder Academy's curriculum, through the active development of students' social, emotional and behavioural skills, assemblies and is embedded in daily Academy life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 11.4 If an allegation of bullying does come up, the Academy will:
- take it seriously
 - investigate as quickly as possible to establish the facts
 - record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
 - provide support and reassurance to the victim
 - make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
 - discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
 - ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
 - consider whether exclusion is appropriate in light of the circumstances.
- 11.5 Bolder Academy believes students should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its academies. Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way, which could cause harm to another person in Bolder Academy community, the member of staff should report this to a member of the Academy's Senior Leadership Team, via CPOMs. Following any such report an investigation will follow during which an authorised member of staff may ask that the student gives them access to their social media account. In the event that the student refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the student. Bolder Academy will also contact the police if necessary.

12 Complaints

If parents/carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with Bolder Academy's Complaints Policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Annex – Rights and Responsibilities of Students and Academy Rules

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for Academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the Academy rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another student

Academy Rules

- 1 Attend the Academy and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
- 2 Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
- 3 Keep your appearance smart and tidy, and wear specified uniform as set out in Bolder Academy's uniform policy at all times to and from the Academy.

- 4 Follow the Academy's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
- 5 Do not use rude, derogatory, racist or defamatory language.
- 6 Do not bully, belittle, or intentionally harm other students or staff.
- 7 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 8 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 9 Complete Academy work and homework on time and to the very best of your ability.
- 10 Take care of your environment, both on the Academy site and outside. Do not litter or vandalise property in any way.
- 11 Take care of Academy equipment.
- 12 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the school site in accordance to specific instructions).
- 13 Meeting expectations around sneezing and coughing including adhering to the "catch it, bin it, kill it" policy
- 14 Report to the Academy office if you arrive late, feel unwell or need to leave for an appointment. Particularly by notifying your teacher or the Academy office if you begin to experience symptoms of Covid-19 namely: a high temperature, a new continuous cough or loss or change to your sense of smell or taste.
- 15 Stay on the Academy premises at break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.
- 16 Do not bring into the Academy under any circumstances:
 - alcohol and drugs including "legal highs"
 - e-cigarettes, cigarettes, matches, and lighters
 - chewing gum
 - weapons of any kind or instruments/substances intended to be used as weapons
 - material that is inappropriate or illegal for children to have such as racist or pornographic material
 - mobile phones/other non-authorized electric devices (must not be used on site)
 - any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)