



## The Belvedere Academy

### **Behaviour Management Policy**

**“Students’ behaviour is impeccable. They are courteous and polite, relate very well to each other and to adults and are very happy at the academy. They are enthusiastic about their learning and this contributes significantly to their progress.” Ofsted 2015**

The Academy Trust Board, Local Governing Body, and staff of The Belvedere Academy accept these principles and seek to create an environment, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

This policy should be read in conjunction with the On-line Safety Code of Conduct.

#### **1. Aims**

- To create an environment which encourages and reinforces good behaviour
- To promote self-discipline and positive relationships
- To encourage a positive and supportive home academy partnership
- To ensure that behaviour management strategies are used consistently and effectively
- To monitor the use of sanctions and rewards

#### **2. Academy Rules**

All Belvedere students should

- Demonstrate tolerance and respect both in the academy and on-line
- Behave in an appropriate manner when in uniform and when representing the academy
- Wear the uniform correctly and take pride in their appearance
- Not bring inappropriate items into the academy
- Be punctual
- Be fully prepared and equipped to learn in lessons
- Not use mobile phones between 8.30 and 3.15 and leave them switched off and out of sight

#### **3. Roles and Responsibilities**

In order to maintain the high standards of behaviour expected, all staff must play an active role. This policy sets out some of the responsibilities that will ensure consistency across the academy.

##### **3.1 All staff should**

- Ensure high standards of student behaviour
- Log behavioural incidents on SIMS as appropriate
- Model expected behaviour

##### **3.2 Form Tutors**

- Check appearance on a daily basis and ensure the removal of make-up, nail varnish and jewellery
- Check students’ equipment and planners
- Monitor attendance and punctuality and work with any students who need to improve in these areas

- Nurture students in their form
- Have an overview of students' progress and discuss it with them
- Praise and encourage students' achievement
- Monitor students' involvement in the Enrichment Programme and ensure they are taking full advantage of it

### **3.3 Classroom Teachers**

- Apply the Behaviour Management Policy consistently
- Reward effort, attainment and achievements
- Log behavioural incidents on SIMS
- Log any interventions on SIMS
- Liaise with Form Tutors about students' conduct in lessons if necessary
- Model expected behaviour

### **3.4 Students**

- Follow the academy rules
- Try hard in all that they do
- Maintain the standards expected of a Belvedere girl

## **4. Rewards**

We believe in rewarding good behaviour and students are praised and rewarded regularly when their conduct is a credit to the academy. As well as rewarding good behaviour some other examples of behaviour that we reward are being a good friend, resilience, determination and improvement.

We operate a credit note system whereby credit notes can be issued by any member staff to a particular student in recognition of achievements such as positive behaviour, organisation and attainment (see full criteria below). A credit note report is produced each term and then certificates are sent home. An Awards Assembly is held at Christmas and at the end of the Summer Term as well as numerous Lower/Upper School and Sixth Form reward assemblies. Students can gain certificates, badges and other age-appropriate rewards. Termly events are held to reward good behaviour and achievement such as pizza lunches, reward breakfasts and movie lunches. These are reviewed regularly in response to pupil voice.

Credit note criteria:

- A significant contribution to academy life
- Consistent effort in Enrichment
- Consistent effort in lessons
- Improved attendance or punctuality
- Improved organisational skills
- Improvement in class
- 100% attendance or punctuality
- Outstanding attainment
- Outstanding piece of work
- Qualities of a Belvedere girl
- Special award (HOS/SMT)

## 5. Sanctions

It is important that any misbehaviour including low-level is recorded on SIMS and dealt with appropriately and that Form Tutors and the Pastoral Team are kept informed of any issues. The table below outlines examples of poor behaviour and the possible consequences. Staff are encouraged to challenge any poor behaviour and to follow through with consequences.

LEVEL	CRITERIA	POSSIBLE CONSEQUENCES
<b>C1 (1 point)</b>	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• 2 verbal warnings for disruptive behaviour</li> <li>• 2 reminders for forgetting homework / equipment</li> <li>• Inappropriate uniform, nails, make up, jewellery (on more than one occasion)</li> <li>• Misuse of mobile phone</li> <li>• Chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded on SIMS as C1</li> <li>• Speak to student during or after the lesson</li> </ul>
<b>C2 (2 points)</b>	<ul style="list-style-type: none"> <li>• <b>Repeated</b>/persistent low level disruption or defiance on several occasions either during one lesson/ form time or over a few lessons/ form time</li> <li>• Regularly forgetting homework/ equipment</li> <li>• Ignoring initial C1 warning</li> <li>• Persistently wearing inappropriate uniform, mobile phone use</li> <li>• Persistent misuse of mobile phone</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded on SIMS as C2</li> <li>• Subject Teacher/ Form Tutor detention</li> <li>• Confiscate mobile phone and take to Pastoral Office</li> </ul>
<b>C3 (4 points)</b>	<ul style="list-style-type: none"> <li>• Causing <b>significant</b> disruption to lessons including disrupting the education of others</li> <li>• Misbehaviour including inappropriate language, poor attitude, defiance</li> <li>• Bullying</li> <li>• Failure to attend detention</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded on SIMS as C3</li> <li>• HOS/CL/SL/FT informed</li> <li>• Parents informed</li> <li>• HOS/SMT detention</li> <li>• Possible FT/ HOS / subject report</li> </ul>
<b>C4 (6 points)</b>	<ul style="list-style-type: none"> <li>• <b>Serious</b> breach of academy rules e.g. physical assault, persistent bullying, theft, bringing illicit substances or a weapon into school</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded on SIMS as C4</li> <li>• Senior Line Manager informed</li> <li>• Full investigation</li> <li>• Meeting with parents</li> <li>• Principal and governors' involvement</li> <li>• Possible internal/external fixed term or permanent exclusion</li> </ul>

## **6. Staff Training**

New members of staff will receive an induction when they join the academy which outlines this policy. All members of staff will be reminded of this policy, behaviour management strategies and procedures at the start of each academic year. Training is offered to all NQTs and ITE students on how to deal with behaviour. The DrOP group run behaviour management workshops and can also support staff one-on-one if required.

## **7. Intervention and Support**

Students are supported in a variety of ways to ensure all students feel able to reach their potential. Parents and students have the opportunity to discuss any issues with key members of staff. Heads of School and the Inclusion Department are particularly involved with any additional needs and staff from these areas work very closely to ensure that each student's individual needs are met.

Listed below are some of the main support areas:

- Form Tutors
- Heads/Assistant Heads of School
- Inclusion Department
- School Health
- School Counsellor
- Pastoral Office
- Peer Mentor Programme
- Subject specific mentors
- External Agencies including CAMHS, YPAS, Post Adoption support, Educational Psychology services, Speech and Language, Barnardo's etc

## **8. Managing Pupil Transition**

Transitions at all stages are managed very carefully.

**8.1 Key Stage 2 to Lower School** is the first transition and parents are invited to an Information Evening during the Summer Term before the students start in September. Transition information from primary schools is carefully considered and primary schools are sometimes visited. The students spend a day in the academy familiarising themselves with the buildings, staff and getting to know other students. There is a special induction programme at the beginning of term to help the students settle in. This is not an exhaustive list of all that takes place and in the case of students with additional needs, a more personalised induction is put in place depending on their specific needs.

**8.2 Lower School to Upper School** is the next transition where the focus moves to preparing the students for external examinations. Parents are invited in for a transition meeting where they meet the Upper School Team and the expectations of Upper School and the three-way partnership between the student, home and academy is reiterated. At the end of the formal part of the meeting, there is a chance to meet informally with the Upper School Team over light refreshments. Transition meetings take place between the Lower and Upper School Teams where individual students and their progress is discussed and this may result in changes to form groups being made.

**8.3 Upper School to Sixth Form** is the penultimate transition and approximately 90% of our students stay on to Sixth Form. The transition process begins in the Spring Term with every student having an internal advisory meeting with a member of SMT or the Sixth Form Team about their choices for Sixth Form. The Sixth Form Team begin to introduce the Year 11 students to life in Sixth Form by inviting them to some Sixth Form assemblies. Once more, parents are invited in for an Induction Evening during the Summer Term. There is an induction programme at the beginning of term where

the focus is on settling into Sixth Form as well as team building with their new form groups. Subject induction also takes place at this time.

**8.4 Sixth Form to university/employment** is the final transition for our students and prepares them for the next steps whether it be university, apprenticeship or employment. Lifeskills days are provided by external companies and there is a comprehensive university programme introducing the UCAS process for Year 12 students in the Summer Term. Our Careers Advisor is available to meet with Y13 students.

## **9. Exclusions**

### Fixed Term Exclusions

- The decision to exclude a student for a fixed period of time is taken by the Principal
- The length of the exclusion will depend upon the offence
- Work will be sent home that the student should complete
- Parents must attend a meeting with the Head of School/ member of SMT before the student is readmitted into the academy

### Permanent Exclusions

- Permanent exclusions are only considered as a last resort
- Parents will be informed of the exclusion by telephone and this will be followed up by a letter
- The Local Authority will be notified to enable early intervention with the family
- The LGB will be informed
- Permanent Exclusion Report compiled
- Governing Body make decision to uphold or reinstate the permanent exclusion
- Parents have the right to appeal to an Independent Panel
- The Hearing outcome and any appeal outcome must be copied to the Chair of Governors, the parents and the Local Authority.

**This policy was updated by SMT and a behaviour working party representing teaching and support staff in June 2017.**



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## Appendix

### Possible Behaviour Management Strategies

It is important that there is a consistent approach across the academy and that teachers need to be organised, consistent and follow through with sanctions and most of all take ownership and not escalate behaviour matters too quickly. It is also important that low level behaviour is recorded so that patterns can be identified and appropriate intervention can be put in place.

It is recognised that more experienced and established teachers will not need to use as many strategies as an NQT or a new member of staff but below are some possible strategies that can be used to deal with behaviour.

### Entrance to classroom

- If possible, make the students line up
- Greet the students at the door and invite them in
- Make them enter in an orderly fashion
- Do not allow students into classroom before you are there
- Bags should be put under desk and equipment put on desk
- Don't start with the register
- Try to have a task for them to be getting on with straight away

### Lateness

- Challenge it but don't let it disrupt the whole lesson
- Is it persistent?
- Add time on to the lesson for them so that they make up the time at the end.
- Is it justified? Do they look like they've rushed to get to your lesson? Use your professional judgement

### Talking

- No talking when the teacher is talking
- Never talk over the students
- Stop talking straightaway if someone is talking
- Add time on to the lesson for how long you're kept waiting
- Give clear timings for tasks and always monitor

### Lack of Equipment

- Have a system in place for recording lack of equipment
- If you lend a pen/calculator then request a mobile phone in exchange as then you're sure to get it back! Leave the phone out on your desk
- Sell stationery (for charity)

### Homework

- Follow your departmental policy
- Be organised and record no homework
- Be consistent. The students will be watching to see if you treat every no homework the same
- Detention if homework is not brought to you by the end of the day/next morning
- Even if your department has a rota for detentions, it is a good idea to do some detentions yourself

### **Answering back**

- Don't argue or engage in an argument
- Keep your voice quiet
- Don't speak to the student with an audience.
- Speak to individuals rather than groups
- Don't give idle threats
- Follow through on consequences
- Remove student from class

### **Disruptive Student**

- Challenge quietly
- Remove from class (HOS/CL/Sixth form lesson)
- Praise positive behaviour
- Use language like 'Can you get on with that question? Thank you.' 'Remove your bag. Thank you.' so you're expecting them to follow your requests rather than asking them
- If all else fails move the class

### **Dining Room**

- Make sure students are on the right sitting
- Make sure students are behaving appropriately (no shouting, sitting not standing at tables)
- Do not turn a blind eye to queue jumping
- Plates and cutlery should be cleared and rubbish put in the bin
- No hot food is to be taken out of the dining room

### **Corridor Behaviour**

- Make sure students move around the academy quietly and in a civilised manner
- Do not turn a blind eye to unruly behaviour
- Challenge uniform if it's not right
- Encourage students to hold door open
- Students should walk, not run
- Sixth Formers should not have their phones out on the corridor

### **Toilets/going for water during lessons**

- Do not let students out of lessons to use the toilet unless they have a medical condition
- Do not send students out of lessons to fill their or your water bottle
- Please use your professional judgement with this. We want to avoid a lack of consistency but you know your students and if you think they need water or the toilet and it is not a regular occurrence please act accordingly

### **Cover lessons**

- Have the same high expectations if you are on a cover lesson
- Insist that all students continue to follow academy rules e.g. no mobile phones
- If there is misbehaviour, deal with it as you would in your own classroom