Behaviour and Culture Policy

The Belvedere Academy staff seek to create an environment, which models and reinforces positive behaviour that is conducive to building and maintaining healthy relationships. We operate a restorative approach to behaviour management; this is an approach that is both pro-active as we develop positive relationships that are fostered and nurtured, and reactive. We aim to be attachment and trauma responsive and understand that there are reasons behind all behaviours. We endeavour to work closely with our students and their families to ensure that behaviours exhibited do not limit the progress and development of our students. There are consequences for negative behaviours, where appropriate and necessary, with the overall aim of ensuring that there are no barriers to our students reaching their full potential.

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

1. Aims

- To create and foster an environment which models and reinforces positive behaviour
- To promote self-regulation, empathy, repair and healthy, happy relationships that students can promote and sustain throughout their lives
- To encourage a positive and supportive home academy partnership
- To ensure that behaviour management strategies are used consistently and effectively

2. Academy Non-negotiable Rules

When representing the academy both inside and outside of school, all Belvedere students should:

- Demonstrate kindness towards each other in school and online
- Behave positively and with respect to their school, when in uniform and when representing the academy
- Wear the uniform in line with policy and take pride in their appearance
- Not bring banned items into the academy*
- Attend all lessons ensuring they are punctual
- Arrive on time for school each morning
- Be fully prepared to learn in lessons
- Not use mobile phones between 8:45 and 3:00. All year groups will hand their phones in each morning.
- Treat the environment with respect. Vandalism towards school property will be construed as a crime.
- Sexual harassment and violence are not tolerated.

*The following are banned items: mobile phones (where restricted by school rules) illegal substances, weapons, cigarettes, vapes and smoking apparel.

Use of Metal Detector Wands
To maintain the safety and wellbeing of all students and staff, we have introduced **metal detector wands**. These wands are designed to detect some of the **banned items** as listed above.

Key points:

1. **Routine and Random Checks:** Staff may use the wands during routine checks or at random to ensure compliance with the school's behaviour and safety expectations.

2. **Student Conduct:** Students are expected to cooperate fully during these checks. Refusal or non-compliance will be treated as a serious behaviour concern and addressed..

3. **Confiscation:** Any banned items detected will be confiscated in line with the school's behaviour and safeguarding procedures. Parents/carers will be informed where appropriate.

4. **Safeguarding and Respect:** All checks will be conducted respectfully, ensuring the dignity and privacy of students is maintained.

If it is suspected that a student has a banned item, they may be subject to a non-contact search.

If it is feared that a student may cause physical harm to themselves or others, staff may exercise their right to use reasonable restraint.

We would also like to remind students that they:

- should be polite and hold a door open for someone if they are walking behind you in the corridor

- need to adhere to staff requests that support positive behaviour
- need to walk on the left hand side of the corridor to reduce congestion
- should respond if greeted by staff or other students. For example, If someone says, "Good morning," you say "Good morning" back
- should use the toilets for no longer than it takes to use the facilities to help with busy times. There should only be one student per cubicle.
- should clear up after themselves making sure rubbish goes in the appropriate bin
- should make all visitors feel welcome by showing respect and participate appropriately when they are talking or leading an activity

3. Roles and Responsibilities
In order to maintain the high level of positive 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
- Model expected behaviours and be consistent
- Encourage healthy and happy relationships with and amongst their students
- Ensure that students maintain positive behaviour
- Communicate with students about their behaviours to support reflection and repair
- Log behavioural incidents on Class Charts for tracking purposes (and CPOMS where appropriate)

- Follow the Staff Code of Conduct which outlines expectations. The document also sets out pastoral care and support for staff, available if staff are accused of misconduct.

3.2 Form Tutors

- Be the first point of contact to support students in building and maintaining positive relationships with staff and fellow students
- Nurture students to improve their behaviours
- Check appearance on a daily basis to ensure it is in line with the uniform policy.
- Check that students have the equipment they need and that planners are being used (where necessary).
- Monitor attendance and punctuality (alongside the HOY) and work with any students who need to improve in these areas, issuing and supporting sanctions where appropriate
- Have an overview of students' progress and discuss it with them
- Praise and encourage students' achievement and progress
- Monitor students' involvement in the Enrichment Programme and ensure they are taking full advantage of it

3.3 Classroom Teachers

- Apply the Behaviour Policy consistently
- Model expected behaviour at all times
- Reward effort, attainment and achievements
- Issue sanctions where appropriate and log behavioural incidents on SIMS
- Communicate with students, encouraging self-reflection, when necessary, and log any interventions on SIMS

3.4 Students

- Build and maintain healthy and happy relationships with staff and fellow students
- Have a positive attitude towards school life
- Develop the ability to self-regulate and be self-reflective
- Embody 'Being Belvedere'.

4. Rewards

We believe in rewarding positive behaviours and attitudes, therefore, students are praised and rewarded regularly. As well as rewarding positive behaviours we also reward qualities that will support our students' development post-Belvedere such as being a good friend, demonstrating resilience, determination and being part of a community.

We operate a reward system where credits can be issued by any member staff to a particular student in recognition of positive behaviours and attitudes (see full criteria below). These rewards will accumulate and students can choose to either cash them in for various incentives or continue accruing them for greater rewards. Students can also choose to 'gift' rewards to their friends and to charities to promote a sense of community. Students can also gain certificates, badges and other age-appropriate rewards for positive behaviours.

Credits are given for the following:

Being Belvedere

- Contribution to academy life
- Supporting others
- Kindness

- Resilience
- Finding Your Voice

Being Involved

- Engagement
- Involvement in Enrichment
- Going above and beyond
- Demonstrating Leadership

Being Prepared

- Uniform
- Equipment
- Punctuality
- Improved Attendance

Being Knowledgeable

- An outstanding piece of work produced
- A great answer given
- Good recall
- Exceeding targets

5. Consequences

It is important that any negative behaviours including low-level are dealt with appropriately by relevant staff and then recorded on Class Charts so that Form Tutors and Heads of Year can track behaviours and be kept informed of any issues. This process is designed to work hand in hand with restorative conversations and the rebuilding of relationships.

RECORDED AS:	CRITERIA	CONSEQUENCES	POSSIBLE ACTIONS
C1 **(1 point)**	● Low level disruption ● 2 verbal warnings for disruptive behaviour (influential) ● 2 reminders for forgetting homework / equipment (non-influential) ● Inappropriate uniform, nails, make up, jewellery (on more than one occasion) ● Misuse of mobile phone ● Chewing gum and refusing to get rid of it.	● Speak to student during or after the lesson to issue verbal warning and resolve. ● Recorded on CC as C1	● Ensure the student understands the Health and Safety implications of their actions and how their behaviours affect others ● Make initial contact home to discuss with parents ● Agree to reward the student if improvements are made
C2 **(2 points)**	● **Repeated**/persistent low level disruption or defiance on several occasions either during one lesson/ form time or	● Recorded on CC as C2 ● Subject Teacher/ Form Tutor detention ● Confiscate mobile phone and take to	● Discuss with parents ● Discuss with SL or HOY if needed ● Consider a longer term sanction such as handing in their phone every

	over a few lessons/ form time ● Regularly forgetting homework/ equipment ● Ignoring initial C1 warning ● Persistently wearing inappropriate uniform, mobile phone use ● Persistent misuse of mobile phone	Student Services or hand in to HOY ● Issue should then be resolved.	morning for a period of time ● Look at seating plans and discuss with the pupil ● Liaise with colleagues for positive strategies
C3 **(4 points)**	● Causing **significant** disruption to lessons including disrupting the education of others ● Misbehaviour including inappropriate language, poor attitude, defiance ● Bullying ● Failure to attend detention	● Recorded on CC as C3 ● HOY/CL/SL/FT informed ● Parents informed ● HOY/SLT detention ● Possible FT/ HOY / subject report ● Time in reflection area	● Allocation of Keyworker ● Face to face parental meeting with the child present ● Student on report **Repeated C3 records may result in a referral to The Foundation where applicable (see below).**
C4 **(6 points)**	● **Serious** breach of academy rules e.g. physical assault, persistent bullying, theft, bringing illicit substances or a weapon into school	● Recorded on CC as C4 ● Senior Line Manager informed ● Full investigation ● Possible internal/external suspension or permanent exclusion	● Meeting with parents ● Principal and governors' involvement ● Work with DSLs. ● Multi-agency referrals may take place where appropriate.

6. Intervention and Support

Students are supported in a variety of ways to ensure all feel able to reach their potential. Parents and students have the opportunity to discuss any issues with key members of staff. Heads of Year, Learning Mentors and the Student Support 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. Keyworkers (trusted adults) are assigned to some students who require closer monitoring.

Listed below are some of the main support areas:

- Form Tutors
- Heads of Year
- Student Support Department
- Keyworkers
- School Counsellor
- Student Services

- Family Liaison Officer
- Family Support Team including local authority Family Help workers
- Peer Mentor Programme
- External Agencies including CAMHS, YPAS, Post Adoption support, Educational Psychology services, Speech and Language, Barnardo's etc

If we feel we have exhausted all areas of support SLT may refer a student to **The Foundation @ Belvedere** (currently KS3), an internal short term placement offering specific and robust therapeutic support to help students thrive in a mainstream environment.

Whilst on placement students have access to a therapeutic curriculum, specialist members of staff, a therapist (for 1:1 support) and Early Help support. The aim is to reintegrate students back into school.

Non-negotiable rules, expectations and the system for Rewards remains the same whilst the student is undertaking this placement.

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 by key pastoral staff. Any early intervention issues will be identified at this stage including issues with attendance. The students spend a day in the academy in the summer term familiarising themselves with the buildings, staff and getting to know other students. The academy also operates a transition Summer School during the holidays. This is not an exhaustive list of all that takes place and in the case of students with additional needs, a more personalised induction through enhanced transition may take place.

8.2 Upper School to Sixth Form is the penultimate transition and the majority of our students stay on to Sixth Form. The transition process begins in the Summer Term of Year 10. The Sixth Form Team begin to introduce the Year 10 students to life in Sixth Form delivering a Step up to Sixth Form event. In Year 11, this is followed by a number of assemblies, meet-and-greet breakfasts, Sixth Form Open Evening, and a Sixth Form Subject Marketplace. Throughout the Spring Term, members of the Sixth Form Team and Senior Leadership Team meet with every student having an internal advisory meeting about their choices for Sixth Form. Once more, students and 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. Our Sixth Form Team offers a Be Life Ready Personal Development programme throughout Sixth Form which promotes the development of Life Skills and there is a comprehensive university programme introducing the UCAS process for Year 12 students in the Summer Term which continues to run into Year 13. Our Careers Advisor is available to meet with Sixth Form students.

9. Exclusions
Fixed Term Suspensions
- The decision to exclude a student for a fixed period of time is taken by the Principal

- The length of the suspension will depend upon the behaviours
- Work will be sent home that the student should complete
- Parents must attend a meeting with the Head of School/ member of SLT 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.

Appendix 1- Lateness Procedures

Procedure for punctuality to AM Reg

Stage 1- Initial lateness

If a student arrives late to school more than twice in a week, they will be issued with an automatic 30 minute detention after school (which will be recorded as a C2 on Class Charts). Parents will be informed of this through our firefly communication system.

If a student fails to attend the 30 minute detention, it will automatically escalate to a 60 minute detention after school. If a student continues to be persistently late despite this new system being in place, a meeting will be arranged with parents/carers to discuss further possible sanctions.

Our goal is not to penalise but to provide a natural consequence to encourage better habits and ensure that all students are able to benefit fully from their education.

Stage 2- Ongoing lateness

If a student continues to be persistently late despite this new system being in place, a meeting will be arranged with parents/carers to discuss further possible sanctions.

Stage 3- Senior LM

HOY to alert Senior LM who will monitor the 'at risk' group- those with persistent lateness over time. Senior LM/ HOY to come up with an individual action plan for individuals (working with parents). This will take the form of a contract. If the contract fails, the child will be sanctioned for truancy.

Please note, any child who arrives to school in the morning after registration closes has to legally be issued with a U on registers. This is counted as an absence, will go against their overall attendance and will eventually trigger EWO involvement.

Procedure for punctuality to lessons

This process covers what should happen immediately when a student is marked as present for AM/ PM registration but fails to turn up for a lesson. Once this lateness becomes persistent, the process escalates. The use of the Sanctions tab in Class Charts to record lateness allows HOY to identify persistent lateness across lessons at a glance and for the SLT Lead to identify patterns for this lateness over time.

As soon as a child fails to turn up to a lesson the classroom teacher should use their judgement to decide if they should send a Missing Pupil email for the relevant year group to key staff (eg. Missing Pupil Y7@belvedereacademy.net). This should mainly be used for students identified as vulnerable.

Stage 1- Classroom Teacher

Classroom teacher to deal with punctuality to their lessons through:

a) A conversation with the student about their lateness at the end of the lesson. A phone call to parents can follow where appropriate.
b) Using discretion to record the lateness on Class Charts in the Sanctions tab under C1. Add a Note if necessary.
c) Once the student has more than 2 consecutive lates to a lesson, then the classroom teacher informs SL/CL through C3 on Sanctions tab. This will then generate a detention.

Stage 2- SL/CL

Once persistent lateness has been through Stage 1, SL or CL will sanction and monitor persistent lateness through one or more of the following:

a) Further conversations with parents;
b) Punctuality report;
c) CL detention;
d) Allocation of key worker (where appropriate).

Stage 3- Senior LM

CLs to alert Senior LM who will monitor the 'at risk' group- those with persistent lateness over time. Senior LM/ CL to come up with an individual action plan for individuals (working with parents). This will take the form of a contract. If the contract fails, the child will be sanctioned for truancy.

Appendix Two- Dealing with Internal Truancy

If a student is up to 10 minutes late for a lesson, they will be recorded as Late on Class Charts.
If a student does not arrive to a lesson after 10 minutes, they will be reported as AWOL but will be recorded as 'Found' if they turn up.

Following an AWOL, Truancy may be recorded on CC.

Here is the teacher guidance on sending students to the toilet in lesson time:

1. If a student asks to go to the toilet, try to delay them by asking them to wait a few minutes and then they can ask again. Try to do this as discreetly as possible. If they go anyway when requested not to, **please treat as AWOL** and record on CC.
2. If a student asks again and is then allowed, do not allow more than one student to leave the classroom at any one time. Record as 'Gone to the toilet' and issue student with an out of lesson pass.
3. Have in mind how long the student has been absent from the lesson. There is no need to make a formal record but it is a good idea to tell the students how long they are expected to be away.

   For example, 'It is now 11:15, if you don't return by 11:25, I will report you as AWOL'.

4. If you feel a student has been absent from the lesson for a long period of time, report as AWOL. Equally, if a student goes to the toilet all of the time in your lessons (every lesson) please ensure it is recorded and let HOY know if it becomes an issue.

Policy last reviewed: September 2026

Next review date: September 2027