



Behaviour Policy

Policy version control

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1. Policy statement and principles

We are dedicated to ensuring that our academy environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe academy where students feel included in every aspect of academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our academy community. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their academy years.

We believe that all students should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

Our academy behaviour system is driven by our motto 'Lucere Aude', or Daring to Shine. The school motto underpins everything within the Academy

Lucere Aude focuses on positive culture and behaviour and all staff seek ways to praise students for doing the right thing. Our approach generates consequences for;

Any action that stops a teacher teaching or a learner learning.

Any anti-social or unsafe behaviour (particularly at break or lunch time and during lesson transition).

2. Definition

This policy is consistent with all other policies adopted by the academy and is written in line with current legislation and guidance.

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a student:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment in these relationships must be developed and supported.

Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

This approach helps students understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

3. Complaints

All complaints are dealt with under the OAT Complaints Policy.

Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

The outcome of the complaint will be communicated in writing.

4. Monitoring and review

This policy will be reviewed every twelve months or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the Principal in the first instance for them to determine whether a review of the policy is required in advance of the review date.

5. Roles and responsibilities

Students

The academy expects all of its students to follow our Behaviour for Learning standards. This involves all students showing respect to themselves, each other, their staff, visitors and the facilities of OBA. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated under any circumstances.

Students are ambassadors of our academy even when off academy premises, and we expect them to act accordingly. They are expected to obey academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or parenting contracts.

Academy work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their form tutor or teacher who will work with them to draw up a support plan. The academy asks that students carefully read and then sign the home-academy agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Students will:

- Abide by the Home-Academy Agreement and the academy's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of name of Ormiston Bolingbroke Academy through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other students to do the same.
- Cooperate with other students and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at Academy with the correct equipment.
- Correctly present themselves in name of Academy's uniform, in accordance with the Academy's Uniform Policy.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

Academy

The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the academy must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable students may face.

Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community.

The academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the academy curriculum and reminders of academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy.

Staff are a constant presence around the academy, before and after the academy day, in-between classes, during breaks in the academy day, and at lunch times, to check that students are using the academy grounds respectfully and behaving appropriately.

The academy will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

Staff members will:

- Implement the Academy's Behaviour for Learning Policy at all times.

- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the Academy at all times, through their professional behaviour and conduct.
- Use the Academy's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students.
- Record all behavioural events, both positive and negative, on the Academy's management information system, by following the correct reporting procedure.
- Raise any concerns regarding students' behaviour.
- Take the necessary steps to effectively manage student behaviour, such as placing students on report where appropriate.
- Support other members of staff with behavioural issues involving individual students or groups of students.
- Liaise with other members of staff and the senior leadership team (SLT) in order to implement effective behaviour management.
- Organise detentions where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the Behaviour Lead when there has been a serious breach of the Academy's Code of Conduct.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the Academy's Exclusion Policy when dealing with more serious breaches of Academy conduct.
- Monitor the attitude, effort and quality of the students' work.
- Make referrals to external agencies where necessary, e.g. the behaviour support service.
- Inform the SLT of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in academy. We ask that parents sign the home-academy agreement to indicate that they will respect and support the academy's behaviour policy and the authority of academy staff. Building academy life into a natural routine ensuring that your child is at academy on time, appropriately dressed, rested, and equipped will encourage your child to adhere to academy rules and procedures.

We ask parents to work with the academy in support of their child's learning, which includes informing the academy of any special educational needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the academy with staff or the principal to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from the academy and, if invited, to attend a reintegration interview at the academy with their child.

Parents/Carers will:

- Abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the Academy at all times, in line with the Behaviour for Learning Policy, by reinforcing Academy rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at OBA with the student's classroom teacher or SLT.
- Support their child's independent learning.
- Support the Academy's decisions in relation to behavioural issues, whilst having the right to question the Academy's decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a student of Ormiston Bolingbroke Academy, in accordance with the Academy's Uniform Policy.

6. Academy behaviour

Academy rules that apply at all times to all members of the academy community are detailed below. All of these rules also apply when travelling to and from the academy.

- Always be on time
- Keep your appearance smart and tidy
- Wear regulation academy uniform at all times to and from academy
- Rude, derogatory, racist or defamatory language will not be tolerated
- Be considerate of your peers and the extended community
- Do not run through hallways and corridors
- Walk on the left whilst walking through the Academy
- Follow any one way systems
- Do not shout out during lessons, or shout to one another in hallways, or when in public places
- Be polite and respectful at all times
- Respect and look after the academy premises and environment, both on the academy site and outside
- Do not litter or not vandalise academy property in any way
- Unauthorised absence from academy will not be tolerated
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances
- Disobeying staff will not be tolerated
- Under no circumstances will illegal or inappropriate items be brought into academy
- Gambling is not allowed on academy property

The following items are not allowed in the academy under any circumstances:

- Alcohol and drugs
- Cigarettes, matches, and lighters
- Chewing gum
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material

7. Classroom behaviour

- A set of the Academy rules will be clearly displayed in each classroom.
- Dealing with behavioural problems is primarily the responsibility of teaching staff.
- Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus students on learning.
- Lessons will be structured and have a focussed framework, in order to allow students to understand what is being taught and how it links to what they already know.
- All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.
- All students start with an Attitude to Learning score of a 4. If a student does as expected in every lesson, they will be score 100 points in a week. (25 lessons x 4 = 100)
- When a student acts in a disruptive manner or ignores instructions given by a staff member, the following steps will be taken:
 - Warning – the student is reminded of their expectations
 - Restorative detention – the staff member informs the student of the consequences of their disruptive behaviour, such as issuing a warning of a detention
 - Removal – if the student's behaviour persists, the staff member will move the student from where they are sat in the classroom, or remove the student from the class, in order to avoid affecting the learning experience of other students
- Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- De-escalation techniques will be used at all times.
- The overall aim of the structure of lessons is to actively engage students and to develop their learning skills systematically so that their learning becomes increasingly independent.
- Whilst using the academy corridors and surrounding area of the academy building, students will act in a responsible and respectful manner, as would be expected in a classroom.

For excellence in lesson, teachers can move the score to a '5'. Students who achieve the most points in a week/term will receive rewards and awards.

A schematic of how the OBA Attitudes to Learning operates is found in Appendix 1.

8. Attendance

Regular attendance at the academy is required by law, and we take attendance very seriously.

A register is taken daily and at the start of each lesson. Disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late.

Parents or carers will be contacted to discuss possible reasons for attendance issues and any support systems that could help. More information can be found in the academy's attendance policy.

9. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons.

The academy uniform should be worn by all students in Year 7 through to Year 11. Students who come in not wearing the correct academy uniform will be kept in isolation by their form tutor until a solution is found.

The standard uniform for Years 7 - 11 is as follows:



Ormiston Bolingbroke Academy
Nurture • Support • Excellence

OBA Uniform Expectations

All uniform is exclusively available from:
Laser Schoolware, Church Street, Runcorn WA7 1LX. TEL: 01928 890 244

All students must adhere to this uniform expectation.
Students who are not in correct uniform may be asked to work in isolation until uniform is corrected.

- Academy blazer.**
- Academy tie. (Full Length)**
- Black trousers, pinafore or knee length Skirt.**
- White shirt.**
- Black socks or tights.**
- School bag designed to hold A4 size books.**
- Black leather style footwear. Smart, business style.**
- Natural hair colour.**

- No headphones or mobile phones, during the school day.**
- No leggings or 'skinny' style trousers.**
- No make-up.**
- No 'hoodies' or sweatshirts. (Unless wearing for Dance, drama or PE)**
- No facial piercings. No rings, bracelets or necklaces. Only one pair of plain stud earrings permitted.**
- No trainers, boots, excessive heeled shoes or coloured stitching.**
- No coloured bows in hair. Plain dark band or dark bobbles only.**



Sixth Form Dress Code

Dress code: Sixth Form students will be regarded as role models for students lower down the school and their standards of dress are an important part of the culture of the Sixth Form. A smart dress code encourages a sense of community and develops a sense of pride and self-respect. Students are asked to regard Sixth Form dress requirements in a positive manner. The aim is to have a smart appearance that allows a degree of personal choice. However, your academy is a workplace and your appearance should reflect that.

General Guidelines: Student should not wear

- Very low slung jeans.
- T shirts with logos that may be considered offensive.
- Overly revealing tops.
- Any clothing which reveals underwear.
- Hats or hoods on at any time in the Academy.
- Beach style flip-flops.

Boys		Girls	
Allowed	Not allowed	Allowed	Not allowed
T-shirt Polo T-shirt Shirts	Logos and images that may be considered offensive No football tops	T-shirt Blouse Shirt/tailored top	No tops which have 'Spaghetti' straps No tops which reveal stomachs or cleavage No backless tops No football tops
Trousers Jeans Chinos Shorts	No excessive rips No tracksuit bottoms	Leggings* Trousers Skirt Dresses Jeans Shorts – mid thigh length	*Leggings must be worn with a long top/dress to mid-thigh length minimum Skirt/Dresses should be mid-thigh length minimum No tracksuit bottoms No excessive rips
Shoes Trainers Canvas shoes Smart Boots	No flip-flops	Shoes Trainers Canvas shoes Smart Boots	No stiletto heels No flip-flops Boots – knee high maximum height No Ugg style boots
Jumpers Smart sweatshirts & hoodies with small logos	No hoods to be worn in the Academy	Jumpers Smart sweatshirts & hoodies with small logos	No hoods to be worn in the Academy
No hats to be worn at any time inside the Academy building			

- Jackets or Coats – **Outer Jackets and coats may be worn but should be removed on entering any classroom.**
- Lanyards-**Student ID must be worn at all times in the lanyards provided.**
- Jewellery - most jewellery is considered acceptable, however, students may be required to remove items if an excessive amount of jewellery is worn. Jewellery must be removed as a subject requirement, for example: Sport, Dance etc.

- Tattoos should be covered.

Because of the constant changes of fashion that take place, it has to remain the right of the Head of Sixth Form and senior members of staff to determine that a particular item of dress is not appropriate for the Academy. Students would be informed of any changes of dress code.

Academy Events

Any student representing the Academy on formal occasions would be expected to wear business dress which would comprise of:

- Dark tailored trousers or skirt
- Shirt & tie or blouse
- Business shoes

Such events would include:

- Open evenings
- Sports fixtures
- Work placements (where a uniform is not required)
- Awards evenings
- Any other event in which you are directed to do so

Considerations

Students who study subjects that requires them to wear specific clothing, will be allowed to wear this as acceptable dress code. However, clothing will be branded with the Academy logo on. E.g.

- Sports students will be required to wear appropriate Academy branded t-shirts for practical lessons.
- SGI coaching students will be required to wear SGI branded tracksuits
- Hair & Beauty students will be required to wear tunics with black leggings & black shoes
- Dance students will be required to wear dance kit to each lesson ensuring they have appropriate clothing for wearing around the Academy
- Construction/Motor vehicle students will be required to bring Academy branded overalls to each lesson

The Sixth Form team reserve the right to send students home to change, if they deem that students have turned up to Sixth Form dressed inappropriately.

If this is a regular occurrence students will be required to make up the time missed.

10. Unacceptable behaviour

The following behaviour is regarded as completely unacceptable and will result in disciplinary action and possibly exclusion from the academy on a fixed-term or permanent basis. For more information on exclusions, see our exclusion policy. For these more serious behaviours, teachers can move to a lower score more quickly in Appendix I to seek additional support and enhance sanctions. This would include:

- Verbal abuse to staff and others
- Bullying in any form (see the Anti-Bullying Policy)
- Verbal abuse to students
- Physical abuse / attack on staff

- Physical abuse / attack on students
- Indecent behaviour
- Damage to property
- Misuse, possession or supplying illegal drugs or alcohol
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Persistent defiant behaviour
- 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
- Significant refusal to follow instructions

11. Drugs

The academy will not tolerate drug use of any sort on academy property or during off-site academy activities (please refer to the Drugs, Alcohol and Tobacco Policy). The academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs/Controlled Substances

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in academy. If they need medication they can go to the student welfare centre.

Medication

We are aware that it may be necessary for some students to take medication during the academy day. (Please see the Supporting Students with Medical Needs Policy). Parents should make the academy aware of this in writing as soon as their child starts taking the medication. The academy may request medical evidence prior to administering any medication.

12. Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

13. Disciplinary sanctions

Repeat offences will see student moving up a level in these sanctions

Sanctions	Examples of use
<i>Detention</i>	See Appendix 1 for how detentions are issued within our attitudes to learning. Detentions of up to 60 minutes may be issued for anti-social behaviour or any action that stops a teacher teaching or a student learning. NB: failure to attend detention at a given level will see student move to next level in detention or sanction. Detentions could occur at lunch
<i>Isolation</i>	Aggressive behaviour Repeated use of inappropriate language Lack of respect for the Academy buildings, environment or damage to property Verbal abuse to staff (dependent on investigation) Fighting (dependent on investigation) Disrespect to members of the public Smoking Assault on another student Use of racist, homophobic or hate language Refusal to follow instructions Removal from lesson by a member of S.L.T. on call. Truancy
<i>Saturday Detention</i>	A Saturday detention runs from either 9am-11am or 9am -12pm dependent on the number of occurrences for poor behaviour. These will be issued for: Persistent poor behaviour through the course of the week
<i>Seclusion</i>	A seclusion timetable is used for students with persistent repeat offences, repeated isolations or refusal to enter/work in isolation
<i>Fixed term exclusions</i>	Vandalism Persistent/serious bullying Dangerous behaviour Fighting (dependent on investigation) Theft Serious computer misuse Persistent disruptive behaviour Refusal to follow a timetable Verbal abuse or threatening to a member of staff Assault on a student/member of staff. Targeted use of racial, homophobic or hate language. Repeated use of racial, homophobic or hate language. Drug/alcohol related incident Repeat smoking incidents Threatening behaviour towards an adult
<i>Permanent exclusions</i>	OBA is an inclusive academy and permanent exclusion is seen as a last resort. It may be used when the principal judges that the academy has tried all available strategies to help the student improve their behaviour and when it is judged to be detrimental to the learning of other students and to allow staff to teach. It may be considered for extremely serious incidents which compromise the safety and wellbeing of students or staff in circumstances such as an assault, drug/alcohol related incident, and persistent disruptive behaviour.
<i>Searching and confiscation</i>	Staff members are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the academy. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice. A teacher or someone who has lawful control of the child can search a student with their permission to look for any item that the academy's rules say must not be brought into academy. Principals and / or members of staff authorised by them 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 or drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Articles that have been or could be used to commit an offence or cause harm
- Any item which the academy rules identify as an item for which a search may be made

Staff can 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.

Where appropriate the items seized may be handed over to the police.

Any cigarettes confiscated in academy will be destroyed.

Following searching and confiscation of items the academy will speak to the parents concerned. Any items confiscated, destroyed or deleted will be recorded by the academy.

Use of force

The academy does not encourage the use of force and it will be used very rarely in special circumstances. 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.

Academy staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any student (including him or herself)
- Prejudicing the maintenance of good order and discipline at the academy or among any students receiving education at the academy, whether during a teaching session or otherwise

All staff at the academy have the authority to use force when reasonable, and this extends to any other person whom the principal has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the academy premises – i.e. on an academy trip.

Following serious incidents involving the use of force, the academy will speak to the parents concerned. It is up to the academy to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the academy.

[Insert additional sanctions if relevant]

Students with repeat isolation will be supported to improve by the Behaviour Manager in the Ready to Learn room.

Sanctions are adapted relating to the seriousness and frequency of the behaviour. Records will be kept of all sanctions imposed upon students for serious misbehaviour. For repeat poor behaviour, the stage reporting procedure (and associated processes) is used. See Appendix 2.

14. Regulating students' offsite conduct

Students who are caught or known to have been misbehaving on the way to or from the academy, or near the academy premises, will be disciplined by the academy. This also applies to students who break academy conduct during work experience, academy trips, or extended academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

In addition students who seek outside of academy hours to bully or otherwise cause harm to other students at the academy whether through cyber bullying or other ways may be subject to sanctions under the behaviour policy as if their actions had taken place whilst at the academy itself.

15. Unacceptable behaviour outside the academy

Community partnership and cohesion is extremely important at Ormiston Bolingbroke Academy. We expect students to take responsibility for their actions outside of the academy; we also have a legal right to discipline students for misbehaving outside of the Academy premises under Section 89(5) of the Education and Inspections Act 2006.

All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy consequences ladder.

This will include any unacceptable behaviour when a student:

- Is taking part in any activity organized by the academy
- Is travelling to or from the academy
- Is wearing academy uniform
- Is in some other way identifiable as a student at the academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the academy

16. Rewards policy

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

- Ormiston Bolingbroke Academy recognises that students should be rewarded for displaying consistently good behaviour.
- Praise will be used to help raise student achievement and will be given for progress, not simply for high-quality work.
- Positive behaviour will be promoted and reinforced by the Academy's clear reward system where excellent behaviour is rewarded by a student achieving a Grade '5' lessons.

Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce name of Academy's core values and ethos.
- Not be awarded for vague accomplishments or be given too easily and spread too widely.
- Not be in a manner which is selective, exclusive or causes the recipient embarrassment.
- Always have a positive effect upon others as well as the recipient.
- Be used to motivate students and help them to feel valued.

Ormiston Bolingbroke Academy has a reward system in place which rewards students for displaying good behaviour and progressing their learning, through the following methods:

- Certificates
- Postcards
- Headteacher awards
- Verbal praise
- Written praise
- Phone call home
- Comments at parents evening
- Prizes
- Stickers
- House/team points
- Early lunch pass
- Sweets or treats
- End of term whole-class rewards
- Termly assemblies are held to praise and reward students' achievements and effort.
- Reward activities are arranged for groups of students at the end of the year

Lucere Aude Classroom Sanction Procedure **Keywords:** De-escalate, Restorative

	What?	How?
Time out may be offered from the teacher to 'cool down' outside for 2 minutes	Conversation with student	<ul style="list-style-type: none"> ➤ Have a quiet conversation with student, inform them of the expected standards
	Verbal warning	<ul style="list-style-type: none"> ➤ Quietly and calmly explain how current <u>behaviour</u> is breaking your expectations ➤ Remind student(s) to make the right choices ➤ Link their behaviour to our 6 steps to success. Inform student(s) CLEARLY they are on a VERBAL warning. This can be given to INDIVIDUALS or GROUPS ➤ Allow student take up
	Formal & Final pre-Grade3 warning	<ul style="list-style-type: none"> ➤ Remind them to make the right choices ➤ Link their behaviour to our 6 steps and explain to them they are on a FORMAL & FINAL warning. This can be given to INDIVIDUALS only. You may choose to make this visual e.g. name on the board. ➤ Allow student take up
	Grade 3	<ul style="list-style-type: none"> ➤ Grade 3 ➤ Teacher must communicate this clearly with the student, preferably quietly. ➤ Teacher sanction to be put in place. This could be up to 15 minute detention with the class teacher at some point that day. You will not be picked up for this but failure to attend will result in the grade changing to a 2 and a 30 minute detention set ➤ A FURTHER WARNING MAY BE USED BETWEEN GRADE 3 & 2 (ALLOW TAKE UP)
	Grade 2	<ul style="list-style-type: none"> ➤ Grade 2 ➤ Teacher must communicate this clearly with the student ➤ 30 minute detention with the class teacher after school. ➤ A FURTHER WARNING MAY BE USED BETWEEN 2 & 1 (ALLOW TAKE UP)
	Grade 1 Removal from the room	<ul style="list-style-type: none"> ➤ Grade 1 – Removal from room to department buddy ➤ For Grade1 On Call may be used. ➤ Time in isolation may be considered.

STAGE REPORTING PROCEDURE
One term to turn it around and prevent you from leaving OBA

NB: At any stage if a student displays unsafe behaviour towards themselves or others (staff and students), then a student risk assessment must also be completed with parents as part of the process.

If a student is showing improvement in any stage then a professional decision can be taken to hold the student on that level for longer. If no improvement is made, move student up a stage using timings shown. If there is a significant deterioration at any stage then accelerate (with discussion with YL and Director of culture) to next stage.

Progress Report Stage and progress	Parental contact	Concerns monitored by tutor	Care schedule
Stage 1 Report – Form Tutor 3 weeks to show improvement	Parental meeting and template letter sent. Pass any notes from meeting to office for scanning and adding to student record.	Monitored by tutor meeting targets set from lesson data and/or pastoral concerns. If moving to stage 2: One page profile tweaked and round robin completed before Stage 2 parental meeting	No need to start CARE schedule
Stage 2 Report – Assistant Year Leader/Pastoral Manager	Parental meeting to share one page profile, summary of round robin, lesson data and get parental voice to reset targets. Template letter sent to parents with targets added.	Student monitored by AYL One page profile and targets shared with teaching staff	No need to start CARE schedule

<p>3 weeks to show improvement</p> <p>Any student on stage 2 or higher will not be permitted to attend a school trip</p>	<p>Behaviour Contract drawn up using these targets and signed by student and parent.</p> <p>Pass any notes from the meeting to office for scanning and adding to student record.</p> <p>An intensive mentor may be set up, this may be the student's Key worker or a different member of staff</p>	<p>If moving to stage 3: Boxall Profile to be completed before parental meeting.</p> <p>Pass one page profile and Boxall profile outcome to office for scanning and adding to student record.</p>	
<p>Stage 3 Report – Year Leader</p> <p>4 week to show improvement</p>	<p>Before the parental meeting, organise a brief meeting with students teachers to share Boxall Profile and glean any strategies from teachers that are working in their lesson to incorporate into the parental meeting and PBSP</p> <p>Use this information to build positive behaviour support plan and share this back with teachers via email for info.</p> <p>Parental meeting to share Boxall Profile, and update targets in light of lesson data and staff/parental/student voice.</p> <p>Agree positive behaviour support plan and explain process to parents/requirement for 2/3 weekly meeting</p> <p>In this meeting, get pre agreement for EP referral, if needed in future.</p> <p>Personalise timetable and/or Referral to iZone or Ready to Learn for intensive programme (e.g. anger management) can</p>	<p>Commence intensive mentoring programme (involve FT or other key worker to guide the process if needed)</p> <p>Liaise with SEND team regarding any additional needs.</p> <p>If moving to Stage 4:</p> <p>Ensure CARE schedule is completed and pass onto Director of Culture for their meeting</p> <p>If appropriate, invoke EP agreement and request consultation (IS THIS GOING TO WORK IN TERMS OF TIME DELAY)</p>	<p>Care Schedule opened at stage 3.</p>

	<p>be organised by YL at this stage (pre-arrange with Director and relevant support).</p> <p>If not already then intensive mentoring is undertaken</p>	<p>Pass pre agreement for EP referral to office for scanning and adding to student file.</p> <p>Refer student to Halton Behaviour Team (is timing right?)</p>	
<p>Stage 4 Report – SLT Year link 4 weeks to show improvement</p>	<p>Parental meeting to discuss stage 4</p> <p>Use all available information to update positive behaviour support plan and mentor student.</p>	<p>Finalise CARE schedule</p>	<p>Update CARE schedule</p>
<p>Stage 5 Report – AP Behaviour - 3 weeks</p>	<p>Parental meeting with the Director of Culture to discuss potential SLT behaviour panel</p> <p>Discuss alternative education placement</p> <p>Discuss PEX possibility</p>	<p>Completion of CARE schedule</p> <p>If moving to SLT Behaviour Panel – send CARE schedule to Halton and flag student at risk of exclusion.</p>	<p>Update CARE schedule</p>
<p>SLT BEHAVIOUR PANEL 3 weeks to improve</p>	<p>SLT member before meeting is to:</p> <p>Ensure that CARE Schedule was sent by Director of Culture to Halton Behaviour Team to flag child at risk of exclusion</p> <p>Ensure that all of the student’s plan has been followed and matches the policy and all procedures</p> <p>Ensure that all evidence is in place and in a physical folder (admin will collate)</p> <p>Get pre agreement from parent re Alt Provision</p>	<p>Lead a behaviour panel to include member of SLT, admin for minuting, AJS to inform re Alternative provision to outline to students next steps:</p> <p>Mentoring by SLT member</p> <p>Next steps to Alt Provision or PEX</p>	<p>Update CARE schedule and add minutes of panel</p> <p>Pass to Principal who will alert Governors re potential PEX.</p> <p>Governors may choose to instigate a behaviour panel.</p>



OBA Behaviour Policy