



BREWOOD CE MIDDLE ACADEMY

POLICY STATEMENT

BEHAVIOUR

We value and cherish every member of our community and celebrate their uniqueness.

Our values led curriculum promotes a love of life and learning inspiring every individual to be a respectful, resilient, and faithful global citizen.

"Let all that you do be done in love."

1 Corinthians 16:14

Respect, Faith, Resilience

Brewood CE Middle Academy is committed to creating an environment where the highest standard of behaviour is at the centre of productive learning. All stakeholders are expected to maintain the highest standard of personal conduct while accepting responsibility for their behaviour.

At Brewood CE Middle Academy we are mindful of our duty of care to pupils and pupils of the Academy and of our duties to conduct the School with a view to promoting high standards of educational achievement and the welfare of pupils. We are also aware that the setting of boundaries is important to the personal and social development of the pupils in our care and that school discipline has an important function in establishing and maintaining those boundaries. We are highly conscious of our duty of care to our staff. Bearing in mind these considerations and our overall desire to promote the welfare of children, we have established the following policy.

Purpose - 'GREAT'

This policy aims to support the student code of conduct, highlighting our fundamental expectation that all pupils will be 'GREAT':

Good decisions being made
Respectful to everyone, including myself
Effort in everything I do
Attitude that supports my learning
Teamwork to enable success

The intention of this policy is to develop an outstanding learning culture and to foster in each member of the Academy a sense of citizenship and safety that impacts positively beyond the classroom and into our wider communities.

- To create a culture of exceptionally good behaviour: for learning, community and for life.
- To ensure that all learners are treated fairly, shown respect and create good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.

Discretion of the Head Teacher

Due to the need to treat each case of misbehaviour on the basis of its own particular circumstances, it is necessary that the Head Teacher should retain a wide measure of discretion. Neither this policy nor any Code of Conduct issued by the Head Teacher should be seen to fetter this discretion. The Head Teacher is expected to operate within the law and to have regard for any guidance issued by the DfE and to ensure that any steps taken are in accordance with anti-discrimination and equality legislation.

Reasonableness and Proportionality

The Local Academy Committee (LAC) expect that the Head Teacher's use of his discretion will be reasonable and proportionate in the circumstances of each particular case. In determining what is reasonable and proportionate the Head Teacher shall have regard for professional good practice and statutory guidance.

The academy's 'Consequences Map' (Appendix 2) clearly state the expectations and consequences that are placed upon each student in their daily lives at Brewood C.E Middle Academy.

Supporting Documentation

This policy should be read in conjunction with other policies which have been adopted by the Local Academy Committee (LAC).

If you require access to these policies, please find them under the 'Policies' header on the academy website.

This policy has taken full account of the DfE's '**Behaviour in Schools**' advice (July 2022). Please follow the link below to access this DfE document

[Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-in-schools/behaviour-in-schools)

Definitions

Behaviour is defined as: a response made by one person to another person(s) or situation.

At Brewood CE Middle Academy we promote positive behaviours towards teaching and learning, the school and beyond the school gates, homework, uniform, attendance and punctuality, extra-curricular activities, home-school communication, and the well-being of all members of the school community.

Misbehaviour is defined as:

- Disruption in lessons, corridors and at social times of the day
- Non-completion of classwork or homework
- Poor attitude
- Persistent incorrect uniform / equipment

Serious misbehaviour is defined as:

- Refusal to follow school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking / Vaping
- Racist, sexist, homophobic, or any form of discriminatory behaviour
- Sexual assault (any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- Possession of any prohibited item (Appendix 1)
- Endangering themselves or other ie absconding

Roles and Responsibilities

The Local Academy Committee is responsible for monitoring the effectiveness of this policy and holding the Headteacher accountable for its implementation.

Head Teacher - is responsible for reviewing and updating this behaviour policy. The Head Teacher and members of the Senior Leadership Team (SLT) will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing this Behaviour Policy and promoting the values of the academy's 'GREAT' code of conduct.
- Insisting on high standards of behaviour, discipline and uniform from all pupils.
- Issuing consequences in line with this behaviour policy.
- Modelling positive behaviour.
- Building positive relationships with pupils.
- Recording behaviour incidents and positive points via Classcharts and CPOMS (where necessary)

Pupils are responsible for:

- Their own behaviour, ensuring that they follow school rules and routines by being GREAT
- At all times, taking pride in their appearance and acting as ambassadors for the Academy
- Behaving responsibly on their journey to and from school and on school visits, ensuring they do not bring the Academy into disrepute

Parents/Guardians are responsible for:

- Supporting their child in adhering to the academy's 'GREAT' code of conduct
- Actively supporting all school policies
- Ensuring regular and prompt attendance is maintained, avoiding taking their son/daughter out of school during term time
- Supporting attendance at detentions during or after the school day, or when required
- Insisting upon high standards of uniform, behaviour and discipline to and from school
- Checking and signing the School Planner weekly
- Signing the home school agreement

Parents may be contacted by any of the following forms of communication: phone call, email, student planner, formal letter, Classcharts announcement.

Rewards and Consequences

The academy may use one or more of the following rewards or consequences in response to a student's behaviour.

Rewards

Rewards and celebrating success are an important part of life within Brewood CE Middle Academy with student's success both inside and outside of the classroom rewarded and celebrated.

Rewarding pupils makes them feel valued, builds confidence, instils a sense of pride and motivates them to achieve. In addition, rewarding positive behaviour enables pupils to realise that desirable behaviour, self-discipline and responsibility to self and others is highly desirable in our community. We want all pupils to recognise this as part of their character and how they will leave behind a legacy.

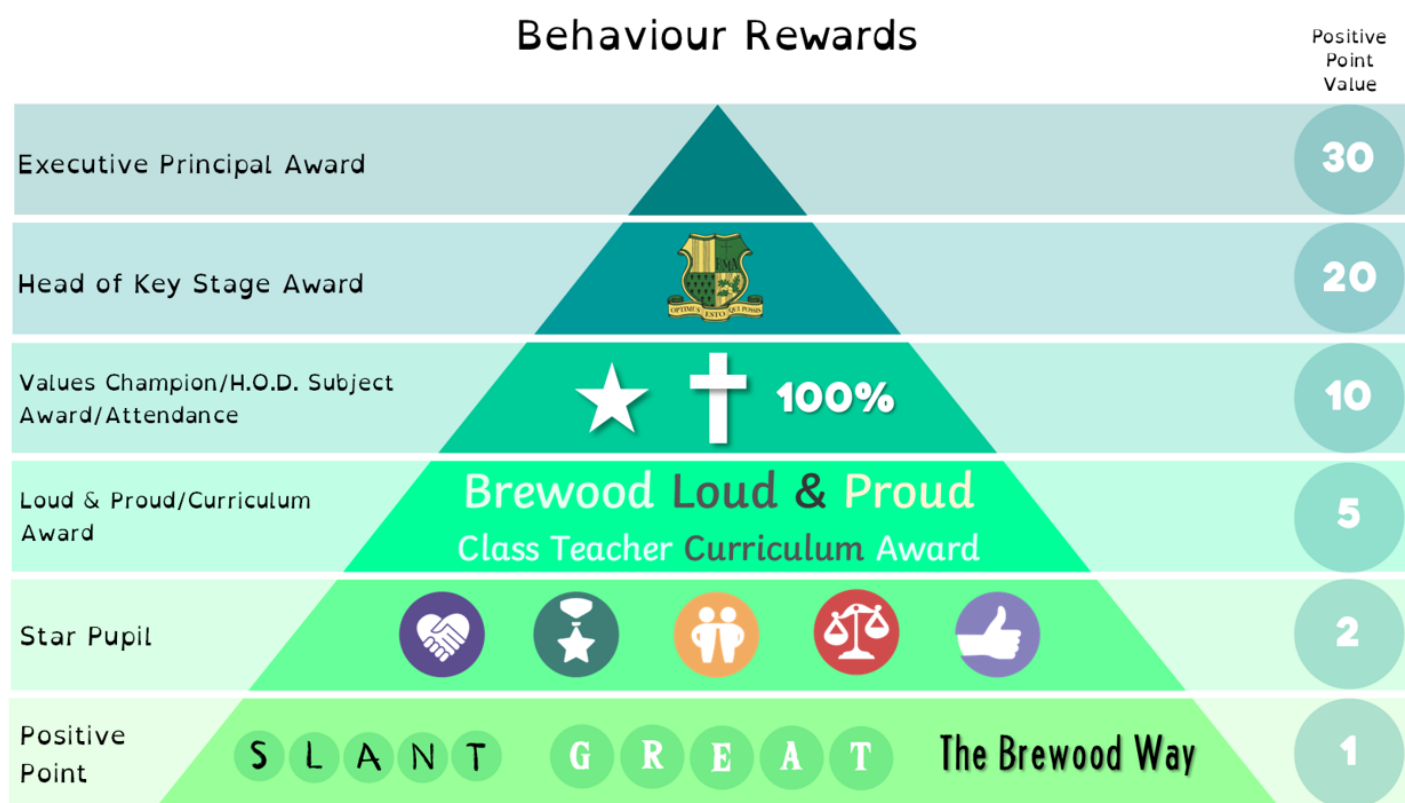
Student's achievement, behaviour and effort will be recognised and celebrated in the following ways:

- Praise and encouragement

- Positive points
- Postcards home
- Certificates and badges
- Attendance awards
- Celebration assemblies
- Reward trips/activities
- Star Pupil awards

At Brewood CE Middle Academy we understand the importance of recognising, praising and rewarding pupils in a way that is meaningful to them. We follow a positive behaviour policy where pupils can earn 'positive points' throughout the school day, both in and out of lessons, for following our school code of conduct and school rules ('The Brewood Way'), and by demonstrating our school values or *respect, resilience* and *faith*.

Positive points are recorded as a running total on Class Charts and are shared fortnightly in Celebration Praise assemblies. Pupils also have the opportunity to spend their positive points by exchanging them for prizes from our rewards vending machine. These prizes include stationery items, reading books and vouchers.



Consequences

Occasionally a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for this behaviour. Often this will involve the use of reasonable and proportionate sanctions. Examples of consequences include:

- A verbal reprimand and reminder of the expectations of behaviour
- School based community service (such as tidying a classroom or litter picking)
- Loss of privileges - such as the loss of a prized responsibility or reward activity
- Break or lunchtime detention
- After school detention
- Formal Behaviour monitoring card
- Temporary removal from the classroom
- Letter or phone call home to parents/guardians

- Fixed-term suspension
- Permanent exclusion (in the most serious circumstances)

Formal Behaviour Support

The aim for all pupils is that they receive the very best education that they can possibly have access to. The SLT, Form Tutors and Support staff will work together at all times in order to provide support for pupils who have specific needs.

In order to support pupils whose behaviour has regularly fallen below the standards required by the academy, a structured approach to intervention is in place. Pupils who are placed at a stage will need to show improvements, a student will move to the next stage if improvements are not made.

Stage 1 (C5) Form Tutor – telephone call to parents/guardians, 5-day report set and recorded on Class Charts (pink monitoring card), notifies parent.

Stage 2 (C6): – Face to Face meeting between **Form Tutor**, parent/guardian, and pupil, 10-day report (green monitoring booklet) set and recorded on Class Charts. Pupil to attend social time detentions, possible removal from lessons. Possible involvement of **SLT**

Stage 3 (C7): Senior Leader – Face to Face meeting with Senior Leader, parent/guardian, form tutor and pupil. Second, 10-day report set (orange booklet) and recorded on Class Charts. Head Teacher informed. Pupil to attend social time detentions, possible removal from lessons. Suspension period discussed as possible option if behaviour does not improve. Referral to behaviour and inclusion hub via **Inclusion Lead**.

Stage 4 (C8): Head Teacher – Face to Face meeting with Head Teacher, and Parent/guardian. 10-day report set and recorded on Class Charts. Student to be placed in isolation (removal from lessons) and to attend social time detentions/ school-based community service, where necessary. Permanent exclusion period or managed move discussed. Referral to **LAC**.

What the Law Allows

"Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil" (DfE, 2022).

Detentions

"Teachers have the authority to issue detention to pupils, including same-day detentions" (DfE, 2022).

Detentions are non-negotiable and parental consent is not required. With lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

The use of Reasonable Force

"There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'" (DfE, 2022).

"Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils" (DfE, 2022).

For further information, please see the academy's 'use of reasonable force' policy.

Suspension and Permanent Exclusion

"All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Head teachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions" (DfE, 2022).

Behaviour Outside of School Premises

Brewood CE Middle Academy has the power to sanction pupils for misbehaviour outside of the school premises or online, including bullying, to such an extent that is reasonable. The Local Academy Committee (LAC) endorse the power of school staff to impose sanctions on pupils for misconduct outside school where:

- Misbehaviour is severe
- The misbehaviour could adversely affect the reputation of the school
- The pupil(s) concerned were recognisable as members of the academy (whether in school uniform or otherwise)
- The misbehaviour may have repercussions for the orderly running of the school
- There is a threat to a member of staff or a pupil

Reviewed annually in the Autumn Term

Signed Chair of LAC Date

Appendix 1

List of prohibited items includes, but not exclusively:

- Chewing gum
- E-cigarette/Vape
- Tobacco/cigarettes (and/or any smoking related paraphernalia)
- Alcohol
- Knives or weapons
- Illegal drugs
- Stolen items
- Pornographic images
- Mobile phones
- Any item that 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 the Academy or any person.

Note: Prohibited items will also be seized. Please see the Searching & Confiscation policy.

Appendix 2

Consequences Map

Level	Examples of Behaviour	Possible Consequences and support strategies	Staff Member Responsible
C1	1 st incident of low level disruption e.g. Minor off task behaviour Out of Seat Shouting out	Verbal Warning	Class teacher/ form tutor
C2	2 nd incident of low level disruption (See above)	2nd Verbal Warning - Warning issued on ClassCharts	Class teacher/form tutor
C3	Any further low level disruption: <i>Disruption to learning</i> <i>Classwork/Homework</i> <i>Disrespectful Behaviour</i> <i>Organisation/Equipment/Uniform</i>	- Logged on Class Charts - 1 negative point with a note - School based community service (such as tidying a classroom or litter picking) - Loss of privileges - such as breaktime	Class teacher/form tutor
C4	- Persistent low level disruption across a number of lessons - Failure to attend a C3 detention - Persistent class/homework issues - Persistent disrespectful behaviour - Persistent organisation /equipment/uniform issues Behaviour Flag - 5 negative points	- Logged on Class Charts 2 negative points with notes - Lunchtime Detention - Phone call home	Form tutor Class Teacher
C5	- Further low level disruption over a number of lessons. (e.g. 3 x C4 incidents) - More serious poor behaviour in one lesson e.g. repeated refusal to follow instructions. Behaviour Flag - 10 Negative points	- Formal Behaviour Support - Stage 1 - Positive Behaviour Report Card (pink - 1 week) - Meeting with parent - Loss of larger privileges - such as the loss of a prized responsibility or reward activity	Form Tutor
C6	- Persistent Poor Behaviour across a number of subjects - Multiple C5's - Behaviour that compromises the safety of others. - E-safety violation Behaviour Flag - 20 Negative points	- Formal Behaviour Support - Stage 2 Behaviour Report Card (Green - 2 weeks) - Meeting with Parents - Referral to Behaviour / Inclusion Hub ⇨ via Inclusion lead - Internal Isolation	Form Tutor Senior Leader

C7	Failure to respond to measures taken at C6. Behaviour that compromises the safety of the pupil or others e.g. PP (Physical assault against a pupil) PA (Physical assault against an adult) VP (Verbal abuse/threatening behaviour against a pupil) VA (Verbal abuse/threatening behaviour against an adult) BU (Bullying) RA (Racist abuse) SM (Sexual misconduct) DM (Damage) TH (Theft) DB (Persistent disruptive behaviour) OT (Other)	• Formal Behaviour Support - Stage 3 (Orange - 2 weeks) followed by: PSP • Pastoral / Behavioural Support Plan • Suspension	SLT
C8	Failure to respond to measures taken at C7 e.g a number of suspensions from school	• Formal Behaviour Support - Stage 4 (Red - 2 weeks) whilst the following are considered: • Managed Move • Permanent Exclusion	Trust HeadTeacher & LAC