



**Bolingbroke**  
Academy

**BEHAVIOUR, ETHOS AND REWARDS POLICY**

Bolingbroke Academy: Behaviour, Ethos and Rewards Policy

Date of last review:	July 2016	Review period:	2 years
Date of next review:	July 2018 (under review 2017-18)	Owner:	<b>ABO</b> (Assistant Principal, Culture & Ethos)
Type of policy:	Statutory / Network	LGB or Board approval:	LGB

At Bolingbroke Academy we are committed to developing a positive climate for learning. Children's behaviour is central to the learning process and we accept that we have to teach excellent behaviour. We believe in a culture of high expectations and aspirations where we are all proud to be part of the Bolingbroke Academy community. Therefore everyone in our Academy community must work together positively to create a calm and orderly environment where pupils and adults may work purposefully, feel secure, happy and confident.

## I. Aims

Bolingbroke Academy will provide a safe and structured environment in which teachers can teach and pupils can learn. We have a culture of high expectations, where we expect and actively encourage, all pupils to make the most of their opportunities by fully participating in their learning and leading their own behaviour. We believe that establishing an orderly and supportive atmosphere where there are clear expectations and behavioural boundaries will ensure that pupils will be able to exercise "their right to come to school and focus on their studies, free from disruption, and free from bullying" (DfE 2010). In order to achieve an ethos of outstanding behaviour and a culture of respect:

- We expect all pupils will show courtesy and respect to all members of the Academy
- All parents and carers to encourage their children to show respect and support the Academy's authority to discipline its pupils.
- The principal and core team will support all staff in consistently applying behavioural expectations across the Academy.

("Ensuring good behaviour in schools" DfE 2012)

Academy discipline is more than just a pattern of expectations, rewards and sanctions. It is an active strategy to develop pupil self-discipline and pastoral support. Our approach to behaviour and ethos focuses on developing individual qualities, strengths and characteristics related to social, emotional, cognitive and moral development. By supporting and encouraging the socio-emotional skills of our pupils we will develop their capacity to exhibit qualities such as "respect, resilience, bonding with others, resolving conflicts appropriately, caring, and self-understanding" (Osher, Bear, Sprague and Doyle 2010).

Rewards are a clear behavioural incentive as they positively reinforce desired behaviour to ensure that they are embedded and developed. However, the rewards of an outstanding education should be both intrinsic and extrinsic. At Bolingbroke Academy we understand the necessity to create an understanding of the importance of intrinsic rewards amongst our pupils. The process of exerting effort, making progress and learning all contribute to the sense of satisfaction that enables a young person to develop their character and self-confidence. The power of intrinsic rewards should not be underestimated. Extrinsic rewards are the visible recognition of the excellence and effort that our pupils have created. Extrinsic rewards such as House points, Be Bold stamps in exercise books, Values and Greyhound badges, Civitas Tutor certificates and House Awards are a clear way of identifying and recognizing outstanding behavior. This enables pupils to further develop a sense of achievement and role models the desired behaviours within the Academy.

The culture and ethos of the Academy are crucial to developing the behaviours and characteristics to maintain motivation and achieve excellence for both staff and pupils. We will have a strong emphasis on developing the beliefs needed to achieve excellence. Primarily this will be driven through the Academy's vision and values which will be embedded within all our pastoral systems.

Our values are not static and should be an active part of creating a 100% culture of high expectations. We expect all pupils to **'Be 100% - no excuses'** which involves challenging individuals to strive for the highest standards within behaviour and academic **excellence**. Being 100% will involve following all of the Academy's code of conduct 100% of the time. The expectation is that all pupils will exhibit **bravery** in their learning and the choices they make about their behaviour and actions. We acknowledge that doing the right thing is often not the easiest option but expect all our pupils to have the courage and character to understand the differences between right and wrong. At Bolingbroke we will offer pupils the **opportunities** to actively participate in the **leadership** of their own learning and behaviour in order to develop their sense of responsibility. At Bolingbroke we foster an attitude of **determination** to overcome challenges and the resilience to maintain an excellent standard of behaviour regardless of the situation or context.

This is summarised in our Academy mantra:

*At Bolingbroke I will be **100% - no excuses, and demonstrate excellence***

*I will display **bravery** and take all **opportunities***

*I will always exhibit **leadership and determination***

*I am a member of Bolingbroke Academy and I am **ever courageous**.*

Praise is a powerful tool that needs to be applied in a constructive and developmental way to ensure that it is not just empty rhetoric. At Bolingbroke Academy we want to create a growth mindset where all members of the Academy community believe that they can achieve at the highest levels through hard work and effort. We aim to discourage a fixed mindset where individuals only believe they can achieve if they have a particular level of ability.

According to Carol S. Dweck (2006) a growth mindset is characterised by the belief that intelligence can be developed which leads to a desire to learn and therefore a tendency to:

- Embrace challenges
- Persist in the face of setbacks
- See effort as the path to mastery
- Learn from criticism
- Find lessons and inspiration in the success of others

All of this enables individuals with a growth mindset to reach ever higher levels of achievement and creates a greater sense of free will. At Bolingbroke we want to ensure that the ways in which we praise and rewards pupils contributes to creating a growth mindset (see Diagram 1).

Dweck (2006) carried out research into the role of praise on adolescents, where all participants began by taking an IQ test. One group of adolescents were praised for their ability where they were told “That’s a really good score. You must be smart at this”. This type of praise emphasized that they were talented or had a natural ability. However, the other group were praised for their effort and were told “That’s a really good score. You must have worked really hard”. This praise was directed at emphasizing that they were being rewarded for doing what it takes to succeed. Whilst both groups were exactly equal to begin with they developed different mindsets towards their ability in subsequent activities. The ability praise group rejected a challenging task that they could all learn from, whereas 90% of the effort praise group wanted the challenging task. In addition, the ability praise pupils took less pleasure in their problem solving than the effort praise group. Dweck reviewed the pupils performance overall and found that the ability praise pupils performance steadily decreased whilst the pupils who were praised for their effort performance increased. This demonstrates how a fixed mindset can inhibit success where as a growth mindset can encourage and enable pupils to achieve at the highest levels.

Our behaviour expectations are based on the belief that clear and simple rules offer boundaries for appropriate behaviour for all members of the Academy community. We place a strong emphasis on the Academy as being a workplace, where our core focus is learning and all members of the Academy community are here to learn and help others to learn. In order to create an ethos of excellence it is necessary to establish clearly what will and will not be tolerated. Where behavioural expectations are challenged they will be dealt with consistently and swiftly in order to ensure all high expectations are met. (“Twelve Outstanding Schools” 2009).

The primary focus of the behaviour and rewards policy is developing the pupils’ capacities to regulate their own behaviour and in building caring, engaging and trusting relationships. At Bolingbroke we aim to create a rewarding sense of self amongst all of our pupils where they work hard and use the necessary effort to achieve success as they understand that achievement is created through diligence and industry. This will enable us to establish a positive Academy and classroom climate in which expectations are explicit and predictable, directly taught, consistently acknowledged and actively monitored.

The key aims of this policy are:

- To have the highest expectations of pupil behaviour in order to ensure that all pupils make outstanding progress.
- To create an atmosphere where achievement is respected and valued by all.
- To establish good working relationships and encourage mutual respect amongst all members of the Academy.
- To work with parents and pupils to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.

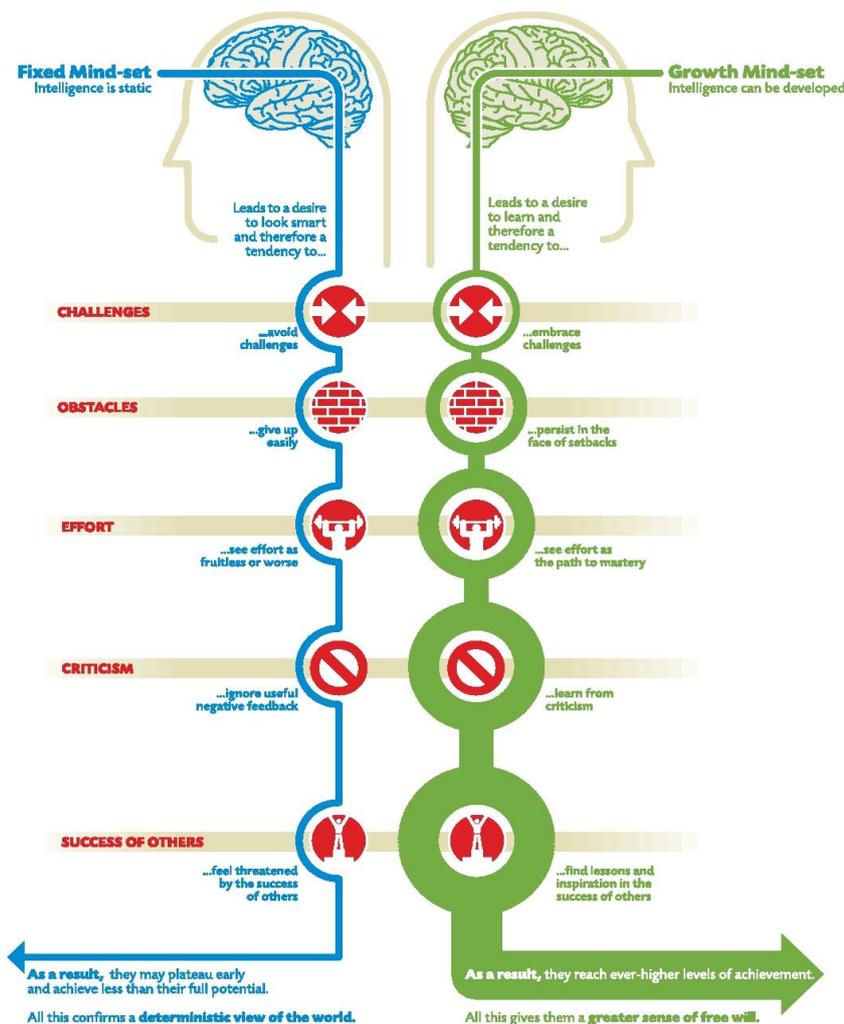
## 2. Implementation

All behaviour has a purpose and as a community we aim to create an environment where pupils consciously want to demonstrate good behaviour. Excellent behaviour is when individuals' actions, words and deeds allow a positive working environment to flourish.

Within the Bolingbroke Academy Community we all have rights, and our culture of respect will ensure that all members can exercise these rights. These can be summarised as:

- The right to learn
- The right to teach
- The right to feel safe (physically and emotionally)
- The right to respect and dignity

**Diagram 1: The difference between a fixed and growth mindset (by Nigel Holmes)**



Pupils must be responsible for their own behaviour. The language of choice is a powerful way of exercising this. As pupils realise that they are making choices in many areas of life they can be guided to make more socially appropriate choices. Pupils need to know that good choices will be rewarded and that poor choices will have consequences. However all members of the Academy community have a responsibility to guide and support pupils to make the right choices about their behaviour.

### **Ethos and Culture: “First we shape our structure then our structures shape us” (Winston Churchill)**

‘Ethos’ is derived from an ancient Greek word meaning ‘character’. We use it to describe the core principles, vision and values that characterise the Bolingbroke Academy. In the simplest sense it is the character of our community. A positive ethos which is based on mutual respect is paramount in obtaining a successful learning environment (DfE 2012).

The 100% culture refers to a shared **understanding** of behaviours and beliefs that are characteristic of our Academy. Moreover, this culture is made up of our vision, our values and unrelenting expectations of all members of the Academy community. At the core of our culture lie our routines that will create a structure that liberates staff and pupils from anxiety and ambiguity.

### **Rewarding & Recognising Pupils**

#### **At Bolingbroke Academy We Reward and Recognise our Pupils**

Positive behaviour will be rewarded through earning House Points. Pupils will receive a House Point for displaying our Academy values;

**BE 100% NO EXCUSES, EXCELLENCE, BRAVERY, OPPORTUNITIES, LEADERSHIP, DETERMINATION**

Examples of the kinds of behaviours which will be rewarded and celebrated are:

- Excellent work in lessons
- Excellent homework
- Brilliant contributions
- Showing good team work
- Showing good leadership
- Excellent effort
- Contribution to extra-curricular event
- Contribution to a house event
- Contribution to CIVITAS discussion

Civitas tutors will keep track of individual house points as well as those awarded to the whole Civitas group and House. Earning House Points enables pupils to access rewards at the end of term and will also count towards year group graduations. Pupils’ House Point totals will be shared with parents and carers at the end of each half term to enable positive conversations and clear target setting.

### **Graduation**

Every pupil at Bolingbroke will graduate from their year group. We will celebrate this event at the end of the year when parents and carers will be invited to share this important event with us. Each half term pupils will record their achievements in several areas to ensure they are meeting the minimum requirements of the Academy and that they are on track to graduate. Pupils who meet exceptional standards in each area will graduate their year with a ‘1:1’ or a ‘2:1’; this will be acknowledged with the presentation of their prestigious year group Values Badge.

- Year 7 – Bravery

- Year 8 – Excellence
- Year 9 – Opportunities
- Year 10 – Determination
- Year 11 – Leadership

Pupils will track the following criteria over the course of the year. It is expected that Civitas tutors, parents/carers and Heads of House all engage with the goals below.

Graduation Goals	Tracked through
✓ Contribute well to your overall total House Points	House points
✓ Attend school every day	% Attendance
✓ Attend Enrichments and contribute to the wider school community	Enrichment and participation in house competitions
✓ Try your best every day, in every lesson	Effort scores
✓ Develop independent problem solving	Number of hours spent on Hegarty Maths
✓ Develop a love for reading	Number of books read

### Grey Hound Badges

The achievement of pupils will be recognised at the end of each Academic year with a Grey Hound Badge.

Bronze – above target in 4-5 subjects

Silver – above target in 6-7 subjects

Gold – above target in 8-9 subjects

### House System

We want our pupils to leave the Academy as responsible, motivated, driven individuals who contribute well to their community and make good choices. The pastoral team are passionate about and committed to the systems we've put in place which underpin our values. Namely systems which:

- Reward and recognise pupils for displaying our values
- Foster a sense of House spirit with their behaviour directly contributing to a shared outcome
- Enable quick and appropriate sanctions when our values are not met
- Offer opportunities for pupils to reflect on their achievements, goals and behaviour with the support of skilful staff
- Offer opportunities for pupils to widen their social, moral, spiritual and cultural horizons through a carefully planned and engaging SMSC curriculum
- Actively promote the involvement of pupils in the improvement of our school through a comprehensive pupil leadership program
- Develop a sense of responsibility and maturity
- Ensures the safety and wellbeing of everyone in the school through wellbeing provision and a tight anti-bullying policy

***We ask all pupils, staff members, parents and visitors at the Academy to commit to these values and the underlying systems. We are confident they will have significant impact on the lives of our pupils.***

### The 100% Code of Conduct

In order to create a calm and orderly environment where learning is the central focus we will encourage pupils to 'Be Bold' with their choices and aspirations:

- **B** Be 100% - no excuses – You will follow all Academy rules and routines 100% of the time.
- **E** Excellence – You will show the FOCUS necessary to excel in all lessons
  
- **B** Bravery – You will have the courage to make the right choices even when this is difficult.
- **O** Opportunities- You will use every opportunity to demonstrate respect, responsibility and courtesy at all times.
- **L** Leadership – You will own your own behaviour and accept the consequences of your choices or actions
- **D** Determination – You will have the resilience to maintain an excellent standard of behaviour regardless of the situation or context.

### **100% Routines: Transitions**

Our core focus is learning and so we will ensure that all transitions to and from classes are calm and orderly. In the first term we will expect all year groups to make transitions between classes silently in order to ensure we smoothly and efficiently move around our large building. Our primary rationale is that 'every second counts' in terms of teaching and learning. If just 10 minutes per day are saved through orderly transitions we will gain over a week of learning time across the academic year. Another equally important factor is the anxiety that noisy and unruly corridors can cause for the Academy community particularly when our intake is full. We believe that once pupils have learnt the importance of calmness and have the security of this fully embedded routine we will allow 'quiet' rather than silent corridors and transitions.

### **100% Routines: Disappoints**

If a pupil lacks focus when transitioning around the building they will be given an 'Disappoint' to signify that they are not meeting the Academy's expectations. If a pupil receives 3 or more in a week they will be issued with a 30 minute detention by their Civitas tutor, if they receive 4 or more they will be issued with a 60 minute detention.

### **100% Routines: Around the Academy**

We expect all pupils to be courteous to all members of the Academy community and demonstrate respect at all times in order to create a calm and orderly environment. All pupils will follow these simple instructions:

- Wear your uniform perfectly and with pride.
- Your tie must be tied correctly and top button done up (See Appendix for full uniform guidelines)
- All coats and outdoor wear must be placed in the cloakrooms.
- All mobile phones and electrical devices are brought in at your own risk and switched off and kept in your school bag and out of sight at all times.
- Always walk, never run inside the building.
- Walk on the left in corridors in silence as required.
- Always hold the door open for all visitors and members of the Academy community including your peers.
- You must demonstrate respect and courtesy at all times.

### **100% Routines: The Power of 3**

We expect all pupils to be organised for all lessons every day. The 'Power of 3' contained within the Bolingbroke Bag is the basis of this key organisational routine. We expect all pupils to understand that excellence is a habit that has to be acquired through hard work and organisation. The Power of 3- Academy planner, equipment and Word Power book - gives all pupils the power to excel.

The following equipment must be included in the Academy bag:

- Academy Planner
- Word Power Book
- Clear, transparent pencil case containing:
  - 2 black pens
  - 1 green pen
  - 2 Pencils
  - Ruler
  - Highlighter pen
  - Sharpener
  - Glue Stick
  - Rubber
  - Geometry Set: Protractor
  - Compass
  - Scientific Calculator

In addition:

- Exercise books carried within the Academy bag
- Textbooks for the day

### **100% Routines: The Classroom**

We believe that in order to support outstanding teaching and learning we must have consistent expectations of all pupils in all classes regardless of the subject. 100% attendance is the expectation for all pupils, if an absence is authorised a pupil must catch up on all missed work before the next lesson. All pupils will follow these simple classroom routines:

- Arrive on time and line up as directed by the teacher.
- Enter quietly and sit down and begin the 'Do Now' activity.
- Sit where the teacher asks and place the 'Power of 3' on the desk.
- Listen carefully in silence, when the teacher is talking.
- If a teacher puts their hand up – it is an indication to be silent.
- When the teacher asks you, pack up and stand up quietly behind the desk.

In all classes the focus will be outstanding teaching and learning. All pupils will be expected to focus through:

- F** – follow with my eyes
- O** – on task
- C** – concentrate
- U** – up in my seat
- S** – silent until called upon

### **100% Routines: Travelling to and from the Academy**

As a member of the Bolingbroke Academy we expect all staff and pupils to act as Ambassadors on their journey to and from the Academy. This means that all pupils will:

- Wear your uniform perfectly and with pride.
- Be polite and courteous to our neighbours and the wider community including local shops.
- Talk and will not shout.
- Put litter into bins.
- Respect the local environment and public property.
- At the end of the day meet friends away from the Academy.

### **100% Routines: 'Practice Makes Perfect'**

All pupils will be explicitly taught all of our routines and the rationale behind them during Year 7 induction. In the first half term during Duke of Edinburgh time, all pupils will follow a Civitas programme of 'Academy Etiquette'. During Academy Etiquette time pupils will have the opportunity to learn and practice key routines and as the school develops play a role in inducting other pupils. Every half term will be followed by an additional 50 minute 'Practice Makes Perfect' session in period 1 to ensure all routines are fully understood and modelled. This will be organised in Civitas groups and led by the Civitas tutor.

All pupils at Bolingbroke will be treated as individuals however it should be noted that any of these behaviours could lead to a fixed term or permanent exclusion (see Exclusion Policy).

### **The House System and Civitas**

This will create a strong sense of identity where every House will eventually develop their own motto, but will consistently apply the behavioural expectations of the Academy. The House System will form the foundations for the rewards and sanctions. Civitas Tutors and Heads of House will work together with subject teachers to ensure that all pupils in their House are tracked and make excellent progress.

Civitas Tutors will review pupils planners on a daily basis to monitor and track any rewards, concerns or detentions. They will be the first port of call for parents and carers and will communicate regularly with home. The Head of House will deal with severe behaviour incidents in line with the Behaviour Improvement Pathways (see Behaviour Pathways section).

### **Reward Systems**

At Bolingbroke Academy we recognise achievement in its broadest sense and reward academic attainment, progress, behaviour, effort and personal & social development.

Our emphasis at Bolingbroke Academy is to recognise outstanding work and excellent behaviour by actively seeking to praise and reward pupils wherever possible. Rewarding pupils and therefore positively reinforcing 'wanted' behaviours is our most powerful tool. Classrooms will be positive and rich in praise. When a pupil is displaying the appropriate behaviour they should receive verbal praise, class certificates, praise postcards and 'Be Bold' Points.

### **Celebrating good behaviour**

We celebrate positive behaviour and achievement through:

<b>Praise</b>	<ul style="list-style-type: none"><li>▪ verbal praise and positive feedback by class teachers</li><li>▪ written praise in books and planners</li><li>▪ mentioning Civitas groups, class and individual achievements publicly through newsletters and assemblies</li><li>▪ allocating 'Be Bold' Points and logging positive behaviour on e-portal</li></ul>
<b>Display</b>	<ul style="list-style-type: none"><li>▪ classroom display showing pupils' work</li><li>▪ achievement notice boards throughout the school</li><li>▪ plasma screen displays</li></ul>
<b>Certificates</b>	<ul style="list-style-type: none"><li>▪ certificates awarded by subject areas</li><li>▪ pastoral certificates for individual attendance and punctuality and for contribution to tutor group</li></ul>
<b>Letters of praise &amp; home communication</b>	<ul style="list-style-type: none"><li>▪ telephone calls home</li><li>▪ commendation letters home</li></ul>

<b>Prize-giving &amp; award evenings</b>	<ul style="list-style-type: none"><li>▪ academic achievement awards</li><li>▪ subject progress awards</li><li>▪ sports achievement awards</li><li>▪ outstanding contribution to the Academy community</li><li>▪ 'Ever Courageous' Annual Prize</li></ul>
<b>Trips</b>	<ul style="list-style-type: none"><li>▪ End of term trips or visits for pupils who consistently work and behave well</li></ul>

### **Not being 100%: Behaviours that will not be tolerated**

It is also essential to outline clearly what will not be tolerated to all members of the Bolingbroke Academy Community. Pupils must not:

- Be defiant (refusal to follow instructions) to any member of staff at The Academy.
- Swear or use abusive language.
- Threaten, bully, fight, be violent, abusive or be defiant.
- Use language or actions that discriminate against another person or group of people because of their race, religion, gender and sexuality.
- Bring in or use anything that is dangerous or illegal.
- Damage Academy property or steal.
- Be late for lessons or take time off school that is not authorised.

### **Sanctions for not meeting our values**

We want to enable our pupils to take ownership of their behaviour. We strongly encourage dialogue between pupils and staff to build relationships which aid learning and encourage self-confidence. This is one of the reasons we have a strong culture of Civitas groups. Additionally, where pupils sometimes do not get it right, there will always be a broad range of teaching staff running detention each evening: they are there to have reflective conversations with pupils and to assist with work being completed to ensure the time spent here is as productive as possible.

House points will be taken away from pupils in light of negative behaviour. Pupils are responsible for their own behaviour; it has a **direct impact** on the overall progress of the House.

If a pupil has a behaviour infringement in Category 1, they will receive one negative house point. There is no further sanction.

A 30 minute detention will be issued if pupils receive 3 separate negative points in one day. This may occur as a result of three behaviour infringements in Category 1 or as a result of one infringement in Category 2.

Behaviour infringements in Category 3 will be issued with a 60 minute detention. Infringements in Category 4 will be issued with a 120 minute Core Team detention.

Pupils will be told in Civitas time in the morning if you they received a detention for the previous day's behaviour. They will sit that detention at the end of the day. Failure to attend the detention will result in escalation to the next category.

If pupils are late to school or late to a lesson, without a valid reason, they will lose 3 House Points and will sit a detention.

CATEGORY	House Points Removed	EXAMPLE	CONSEQUENCE
1	1	Failure to correct behaviour in lesson following verbal reminder Lack of equipment Uniform infringement Chewing gum	<ul style="list-style-type: none"> <li>House point removed</li> </ul>
2	3	Continued failure to correct behaviour in lesson after negative point Lateness to school or to a lesson Use of mobile phone Lack of / poor quality homework Poor quality classwork Rudeness to peer Poor behaviour at break / lunch	<ul style="list-style-type: none"> <li>3 House Points removed</li> <li>30 minute detention issued</li> <li>Expectation that conversation with teacher takes place.</li> </ul>
3	6	Missing a 30 minute detention Ignoring instruction from staff Persistent defiance Rudeness to staff Peer altercation (not fighting) Failing Civitas Report	<ul style="list-style-type: none"> <li>6 House Points removed</li> <li>60 minute detention issued</li> <li>Expectation that conversation with teacher takes place</li> <li>Phone call home</li> </ul>
4	10	Missing a 60 minute detention Failing Head of House report Damage or theft Poor behaviour in the community Truancing a lesson	<ul style="list-style-type: none"> <li>10 House Points removed</li> <li>2 hour Core Team detention issued</li> <li>Phone call home</li> </ul>

The following are examples of behaviours seen in school, or outside the school, whether in school uniform or not, that may result in a fixed term or permanent exclusion; this list is not exhaustive.

- Bullying, including cyber-bullying
- Extreme defiance
- Drug and alcohol related
- Physical violence, assault or altercation
- Sexual behaviour
- Offensive weapons
- Bring the Academy into disrepute
- Injury or harm caused by inappropriate behaviour
- Persistent offences of any of the above and breaches of the behaviour policy

A Pastoral Support Plan will entail setting a minimum of 3 SMART targets for the pupil to achieve and details of the monitoring and support that will be put in place. Review date will also be decided and how this will be fed back to parents.

All sanctions must be logged onto e-portal to ensure that behaviour can be effectively tracked. All relevant information must be inputted onto the behaviour record to ensure that any additional follow up or support is effective.

### **Referral Room (Internal exclusion)**

Consistent or persistent rule breaking may result in internal exclusion in the Focus Room. This is intended to allow pupils the opportunity to reflect and focus their attitude and behaviour back to learning.

This is a silent working environment where pupils will not be permitted to talk or take part in wider Academy life. They will take break and lunch within the Focus Room. As the Focus Room is a severe sanction only members of Core Team can issue this sanction.

## **3. Roles and Responsibilities**

Pupils must be responsible for their own behaviour. The language of choice is a powerful way of exercising this. As pupils realise that they are making choices in many areas of life they can be guided to make more socially appropriate choices.

Pupils need to know that good choices will be rewarded and that poor choices will have consequences.

However all members of the Academy community have a responsibility to guide and support pupils to make the right choices about their behaviour.

### **Ark Governance has the responsibility to:**

- Sit on exclusion panels as required

### **Local Governing Body has the responsibility to:**

- Establish a policy that promotes good behaviour.
- Support rewards and reward ceremonies
- Monitor and review the effectiveness of the policy

### **The Principal and Core Team have the responsibility to:**

- Be active and involved in managing behaviour throughout the Academy
- Take action in support of staff and pupils with regard to serious incidents & persistent disruption
- Oversee liaison with outside agencies
- Identify and provide for staff training and development needs
- Monitor referrals and exclusions
- Provide a weekly Core Team detention and ensure that relevant pupils and their parents attend a meeting to discuss their behaviour.
- Report key data such as exclusions and referrals to the Governors
- Behaviour Support or 'on call'

### **The Head of House has the responsibility to:**

- Lead and implement the behaviour policy for their House
- Manage the tutor team providing support strategies for tutors and parents

- Monitor the behaviour of pupils through referrals, reports and discussions, and provide help to tutors in co-ordinating support
- Provide required documentation for the exclusion panel
- Report relevant data to Core Team to identify appropriate intervention strategies
- Monitor and review Pastoral Support Plans

**The SENCo has the responsibility to:**

- Co-ordinate assessment, support and Individual Education Plans (IEP) for all pupils including those with emotional and behavioural needs in accordance with the SEN Code of Practice
- Respond to referrals of pupils for behaviour support
- Ensure reasonable adjustments are in place for pupils with an identified need
- Work to coordinate support for pupils classes
- Liaise with relevant external agencies
- Report relevant data to Core Team to identify appropriate intervention strategies

**Subject Leaders have the responsibility to:**

- Ensure staff follow strategies for effective classroom management
- Monitor classroom practice through regular observation
- Support teachers in maintaining discipline and following up incidents
- Support in the behavioural professional development needs of staff
- *Report relevant data to Assistant Principals to identify and implement intervention strategies*

**Civitas Tutors have the responsibility to:**

- Work to create a cohesive group and a positive ethos
- Reward positive behaviour and take action to improve poor behaviour
- Monitor and give feedback through the referral & reporting systems
- Communicate regularly with parents/carers
- Communicate with subject staff and others as appropriate
- Report relevant data to Heads of House to identify and implement intervention strategies
- Monitor Pastoral Support Plans

**All staff has the responsibility to:**

- Expect high standards of work and behaviour
- Follow Academy procedures at all times
- Reward good behaviour and challenge/take action on poor behaviour
- Communicate praise or concern to parents
- Use MIS to log appropriate rewards or sanctions

**All parents/carers have the responsibility to:**

- Work with the Academy to encourage respect, and good behaviour
- Support the Academy's policy on rewards and sanctions
- Attend meetings with teachers to discuss their child as required

**All pupils have the responsibility to:**

- **B** Be 100% - no excuses – You will follow all Academy rules and routines 100% of the time.
- **E** Excellence – You will show the FOCUS necessary to excel in all lessons
- **B** Bravery – You will have the courage to make the right choices even when this is difficult.
- **O** Opportunities - You will use every opportunity to demonstrate respect, responsibility and courtesy at all times.
- **L** Leadership – You will own your own behaviour and accept the consequences of your choices or actions
- **D** Determination – You will have the resilience to be maintain an excellent standard of behaviour regardless of the situation or context.

#### 4. Monitoring and Review

**Transitions** – this routine will be publically monitored by at the beginning of each term to decide whether silent transitions are necessary or whether pupils are achieving quiet, calm and orderly environment 100% of the time.

**Lesson Observations and Learning Walks** – behaviour will be monitored across all subjects in line with teaching and learning.

**House and Civitas** – Heads of House will meet regularly with the Assistant Principal to ensure that there is a clear overview of the behaviour of all pupils in each House. MIS system will be used to effectively track behavioural concerns in terms of individuals and groups. HoHs and Civitas Tutors will work together on interventions and impact within each House.

**Core Team** – Assistant principal will report back to Core Team on behaviour in line with ARK assessment and reporting cycles.

#### 5. Related Policies

This Policy should be cross referenced with the Exclusion Policy; Anti-Bullying Policy; SEN Policy; Dyslexia Policy and the Attendance Policy

#### 6. Further Reading

For more information on the Government's guidance on behaviour and discipline in schools:

- The Importance of Teaching: Schools White Paper (2010)

<http://www.education.gov.uk/schools/toolsandinitiatives/schoolswhitepaper/b0068570/the-importance-of-teaching/>

- Ensuring good behaviour in schools

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools>

- Behaviour and discipline in schools

<https://www.education.gov.uk/publications/eOrderingDownload/Behaviour%20and%20discipline%20in%20schools%20-%20A%20guide%20for%20head%20teachers%20and%20school%20staff.pdf>

- Twelve Outstanding Schools: Excelling against the odds

<http://www.ofsted.gov.uk/resources/twelve-outstanding-secondary-schools-excelling-against-odds>

For further information on behaviour expectations:

- Dweck C (2006) Mindset: The New Psychology of Success, Ballantine, New York

## Bolingbroke Academy: Behaviour, Ethos and Rewards Policy

- Garner P (2011) Promoting the conditions for positive behaviour, to help every child succeed
- Osher D., Bear G., J.R Sprague and Doyle W (2010), How can we improve school discipline, Educational Researcher
- Taylor C (2011) Getting the simple things right

## **APPENDIX A: Meet The Pastoral Team**

Name	Role	What I love about our house system
Ms Brookes	Assistant Principal for Culture and Ethos	<i>Our House system allows each pupil to be known well. And when we know our pupils and what makes them tick, they can thrive.</i>
Mr Kerby	Assistant Principal for Inclusion <b>Designated Safeguarding Lead</b>	<i>I love the fact that the house system provides a family environment that pupils can belong to, regardless of background, behaviour or belief. It gives all pupils stability regardless of their context which is invaluable to their development inside and outside of the Academy</i>
Ms Oliver	Deputy Director of Sixth Form with responsibility for pastoral care	<i>I love that our house system provides opportunities for all pupils to achieve, both as individuals and in teams, through a variety of competitions.</i>
Ms Widdowson	SENCO	<i>Our house system allows every pupil to be known and supported throughout school. They have a small community within each Civitas and each house that they feel a part of</i>
Ms Robinson	Research and Development Lead, responsible for Careers education	<i>The house system encourages healthy competition between pupils and creates a family atmosphere around the academy.</i>
Ms Coyte	Head of Erskine	<i>I love that our house system is really one big family with warm caring branches that all work together.</i>
Ms Quincey	Head of Klein <b>DDSL</b>	<i>Our house system is fun! We have competitions and rewards. It is great to be part of a small family group within the bigger school environment.</i>
Mr Thomas	Deputy Head of Klein	<i>The house system at Bolingbroke always feels so inclusive and supportive for both staff and pupils. Each member of the system knows they can seek support and guidance when needed and will always be treated with the utmost respect and kindness</i>
Mr Macleod	Head of Smyth	<i>I enjoy working with Smyth as we are kind, caring and inclusive house.</i>
Ms Pinner	Head of Verbiest <b>DDSL</b>	<i>Our house system gives every pupil a sense of belonging, no matter what they're context. Your house is your school family and that can make all the difference in the world</i>
Mr Brooks	Assistant Head of House	<i>I love that the house system is like a family, and like a family, we recognize and celebrate the individuality of our pupils and what makes them exceptional members of the house and academy.</i>
Ms Dempster	Assistant Head of House	<i>Aspire to inspire!</i>
Ms Murphy	Assistant Head of House	<i>I love being part of a team; whether that be in Civitas, on sports day or in house competitions. I love the idea of cheering people on and encouraging students to do the same.</i>
Ms Ponge	Assistant Head of House	<i>I love having the house system as they give you a sense of family and belonging</i>

## APPENDIX B: The House System

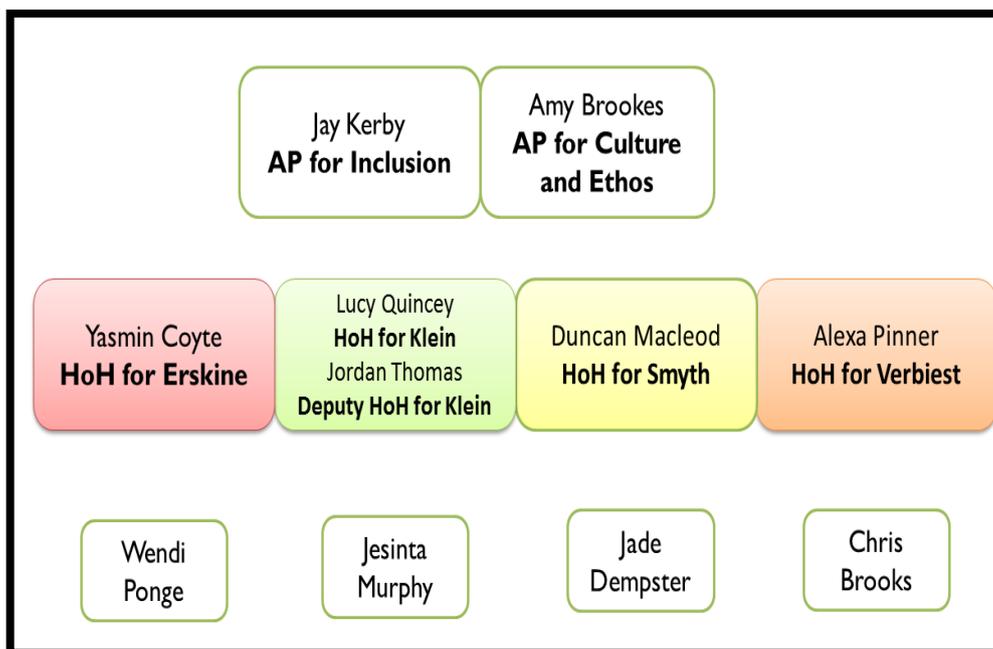
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Each house has 11 Civitas groups.

Years 7, 8 and 9 are in vertical groups to allow them the best possibility to integrate well into the school, have continuity with the same tutor and take opportunities to display leadership by becoming role models for the younger years.

In years 10, 11 and 12, Civitas groups are horizontal to ensure the curriculum is carefully tailored to their needs.

Each Civitas group meets for 20 minutes at the start of the day and has a House and Whole school Assembly once a week.



Civitas Group	Head of House	Tutor	Role	Co Tutor
CT - JGR	Yasmin Coyte			

	1 – KS3		Aine McGarvey	Science / Psych teacher	
	2 – KS3		Rebecca Bridges	HoD PE	
	3 – KS3		Melanie Konneradt	Lead T&L	Stephanie Maigne – MFL teacher
	4 – KS3		Jennifer Kennedy	English teacher	Rhys Pugh-Holmes (SD) – History
	5 – KS3		Jade Dempster	PE coach, A HoH	
	6 – KS3		Lucy Widdowson	SEN CO	
	7 – YR 10		Katie Wadham	HoD Science	
	8 – YR 10		Chiara Tuckett	English teacher	
	9 – YR 11		Chloe Orchin	Deputy 6 <sup>th</sup> Form	Phong Dinh (SD) – Maths
	12 – YR 12		Holly Austin	Humanities teacher	
	CT - DCO	Lucy Quincey			
KLEIN	1 – KS3		Jordan Thomas	Art Teacher, deputy HoH	Samuel Mazzarella (SD) – Music
	2 – KS3		Abby Luetchford	PE teacher	
	3 – KS3		Martin Leather	Food teacher	
	4 – KS3		Nicholas Batchelor	Geography Teacher	
	5 – KS3		Nick Borley	Lead Chemistry	
	6 – KS3		Yasmin Idris	Lead product design	
	7 – YR 10		Fiona Riley	Art teacher / Deputy HoH	Alexandra Wilson
	8 – YR 10		Mark Leverage	HoD, MFL	
	9 – YR 11		Alex Knight	Lead Psychology teacher	David Iles – Maths teacher
	12 – YR 12		Victoria Allen	Maths teacher, KS5 Co'ord	
	CT - ABO	Duncan Macleod			
SMYTH	1 – KS3		Sabrina Khan	HoD English	Aidan Elliott (SD) – English
	2 – KS3		Rachel McLaverty	English teacher	
	3 – KS3		Chantal Mayotte	Science teacher	
	4 – KS3		Fiona Joseph	MFL teacher	
	5 – KS3		Victoria Hill	Maths Teacher, KS3 Co'ord	
	6 – KS3		Altina Smith	LSA	Tanya Charan
	7 – YR 10		Sally Davidson	Maths teacher, KS4 Co'ord	Ben Simpson – Maths teacher
	8 – YR 11		Janie Wheeler	HoD Art + Design	
	9 – YR 11		Katy Manisier	Science teacher, KS5 Co'ord	
	12 – YR 12		Patrick Tshala	Lead Computing	Emma Oliver, Deputy Director Sixth Form
	CT - JKB	Alexa Pinner			
VERBIEST	1 – KS3		Chris Brooks	PE teacher, A HoH	
	2 – KS3		Georgina Taylor	Maths teacher	
	3 – KS3		Jesinta Murphy	Drama teacher, A HoH	
	4 – KS3		Naomi Overin	Lead LSA	
	5 – KS3		Deborah Straughn	Science teacher	Rob Wood (SD) – Geography
	6 – KS3		Wendi Ponge	LSA, A HoH	
	7 – YR 10		Poppy Nobes	English KS3 lead	Alan Smithies – Maths teacher
	8 – YR 11		Karen Robinson	Rsch & Development Lead	Connie Meddle – Librarian
	9 – YR 11		Rosie Breckon	HoD Music	Rebecca Stott
	12 – YR 12		Sophie Garne	Acting HoD Maths	