



# Bolingbroke Academy

## BEHAVIOUR, ETHOS AND REWARDS POLICY

**We are a courageous, compassionate community – empowering excellence.**

Date of last review:	July 2020	Review period:	2 years
Date of next review:	<b>TBC</b>	Owner:	<b>CMA (Vice Principal, Behaviour, Inclusion and Safeguarding)</b>
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. At Bolingbroke we are a courageous, compassionate community – empowering excellence. 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, Postcards home, Golden tickets, Values and Greyhound badges, Civitas Tutor certificates and Head of Year certificates are a clear way of identifying and recognizing outstanding behaviour. 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 behaviour and rewards policy is underpinned by our Bolingbroke Academy values which we actively embody in all that we do. We expect our pupils to be courageous – to take on challenges and be prepared to say and do difficult things if that's what's needed. Compassion is also at the heart of our pupil mindset; we believe that our young people should care about how their words and actions impact themselves and others. Our community is socially responsible; we seek to positively affect both our school and local community. Our aim for all pupils is that they are empowered to be excellent. At Bolingbroke Academy we recognise that excellence is borne from resilience; it is essential that our pupils are open to ideas and can learn from their mistakes as much as from their successes. To be excellent, we ask that pupils are present both mentally and physically. To enable them to develop our values, Bolingbroke Academy pupils are continually offered opportunities, including options participate in leadership both inside and outside of the classroom.

Our pupils show their commitment to our Bolingbroke Academy values, vision and ethos by engaging with the Academy mantra: *At Bolingbroke Academy I will be **my best self**.*

***We are a courageous, compassionate community – empowering excellence.***

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 provide a safe environment free from disruption, violence, bullying and any form of.
- To establish good working relationships and encourage mutual respect amongst all members of the Academy.
- To provide a framework for rewards and sanctions that is communicated clearly to staff and pupils and applied consistently across the Academy.
- To work with parents and pupils to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.

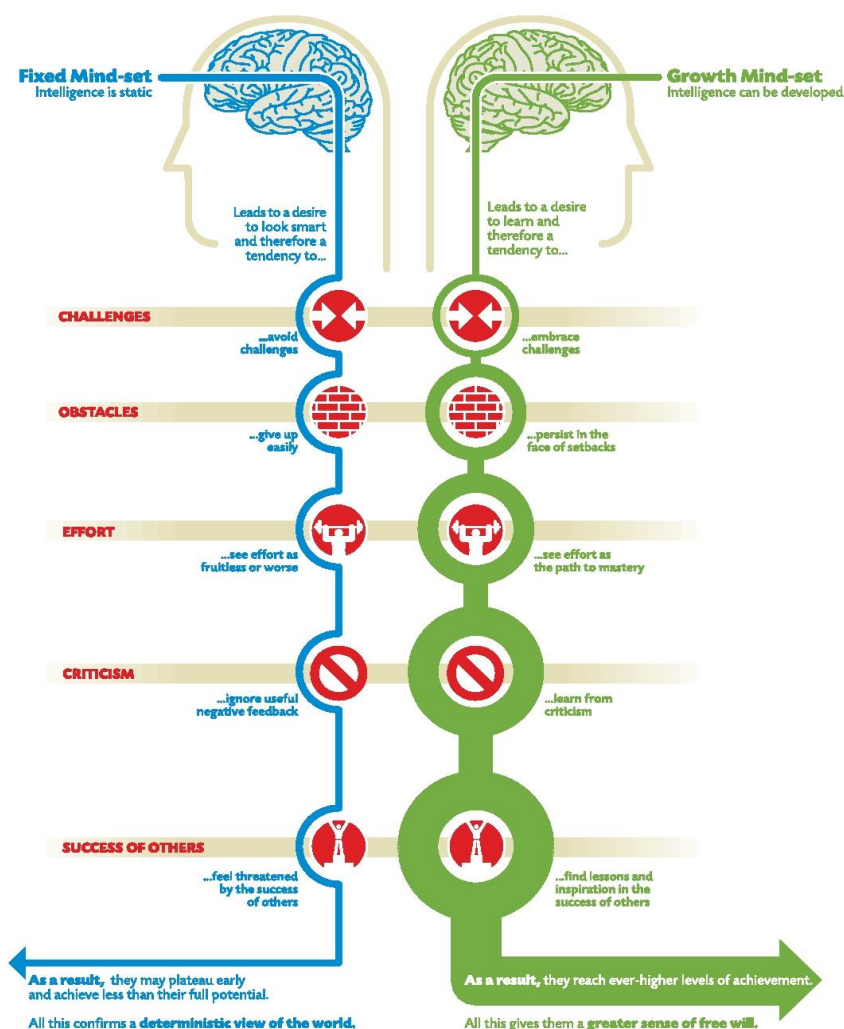
## 2. Implementation

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 Recognize our Pupils

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

COURAGE, COMPASSION, COMMUNITY, EXCELLENCE

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's 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';

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

Graduation Goals	Tracked through
✓ Contribute well to your overall total House Value 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

### **Values Badges**

The acknowledgement of pupils achieving our Academy values will be recognised at the end of start of each term in the rewards assemblies. Values badges will then be awarded to pupils who receive 250 House points for that Value There will be badges for the values below of:

- Courage
- Compassion
- Community
- Excellence

### **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

### **Pastoral 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 and Year group 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.***

### **Code of Conduct**

In order to create a calm and orderly environment where learning is the central focus we will encourage pupils to have our values in minds when they make their choices and through their aspirations:

- **Compassion** – You will use every opportunity to demonstrate respect, responsibility and courtesy at all times
- **Courage** – You will have the courage to make the right choices even when this is difficult. You will have the resilience to maintain an excellent standard of behaviour regardless of the situation or context.
- **Community** - You will follow all Academy rules and routines 100% as well as being kind and considerate to everyone within our community.
- **Excellence** – You will show the focus necessary to excel in all lessons You will own your own behaviour and accept the consequences of your choices or actions

### **Routines: Transitions**

Our core focus is learning and so we will ensure that all transitions to and from classes are calm and orderly. We expect all year groups to make smooth and efficient transitions between classes moving 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 now that our intake is full.

### **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 pupils Civitas room.
- PE kits need left in the pupils Civitas room to be collected or dropped off in the within the first 5 minutes of break.
- No mobile phones out while on Academy premises. All phones and electrical devices are bought 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.

### **Routines: Daily**

We expect all pupils to be organised for all lessons every day. Pupils are expected to have Bolingbroke Bag and be prepared for learning, 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 following equipment must be included in the Academy bag:

- 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
- A reading book
- Textbooks for the day

### **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.
- Enter silently and follow the first 10 minute entry routine.
- We underline the title and date and begin the 'Do Now' activity in silence.
- Listen carefully in silence, when the teacher is talking.
- When the teacher asks you, pack up do this in silence and stand up quietly behind the desk.
- When dismissed walk quietly and calmly on the left hand side to arrive at our next lesson on time.

### **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.

### **Routines: ‘Practice Makes Perfect’**

All pupils will be explicitly taught all of our routines and the rationale behind them. At the start of each academic year and as part of the Year 7 induction. Through the SMSC Civitas programme pupils will revisit our values, throughout the year pupils will have the opportunity to learn and practice key routines.

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 Pastoral System and Civitas**

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

Civitas Tutors will review 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 Year will deal with severe behaviour incidents in line with the Behaviour Policy.

### **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 House Points.

### **Celebrating good behaviour – House Points.**

We celebrate positive behaviour and achievement through:

- Verbal praise and positive feedback by class teachers
- Written praise in books and classroom displays showing pupils work
- Mentioning Civitas groups, class and individual achievements publicly through newsletters and assemblies
- Allocating House Points and logging positive behaviour on Bromcom
- Praise postcards given to students.
- Achievement notice boards and plasma screen displays throughout the school
- Certificates and subject progress awards awarded by subject areas
- Pastoral certificates for individual attendance and punctuality and for contribution to tutor group
- Tutor Group of the week certificates
- Telephone calls home
- Commendation letters home
- Principal’s breakfast
- Academic achievement assemblies
- Sports achievement awards, including Full and Half Colours
- ‘Ever Courageous’ Annual Prize

### **Bolingbroke Academy Attitude to Learning Rubric**

Was introduced to create consistency across attitude/effort judgments and help pupils to reflect on how their attitude impacts their learning. Teachers to give pupils a score of 1-5 for their Attitude to Lessons and a score of 1-5 for their Attitude to Independent Learning for their subject. Pupils then reflect during Civitas time on their overall attitude to learning to produce an average.

<b>Half Termly Commendation Letters</b>	
<b>Letter</b>	<b>Net points total</b>
Civitas Tutors	Top 10 in each Civitas, sent via Bol Post
Head of Year	Next 10 (21-30 in each year), sent via Bol Post
Assistant Principal	Next 10 (11-20 in each year), sent Via Bol Post
Vice Principal	Next 5 in each Year group (Top 6-10) sent by Royal Mail
Principal	Top 5 in each year. Letter send by Royal Mail, pupils also receive an invitation to attend the Principals Breakfast



### 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, appearance, ability, 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.

### Inside the classroom

High expectations for learning in the classroom are critical. Pupils must consistently follow these expectations across the Academy. We insist on high levels of consistency to ensure clarity around expectations for both pupils and staff.

It is important that pupils are made aware that their behaviour must improve if they are to avoid more serious sanctions. It is important that pupils are given clear warnings if they are disrupting learning before action is taken. Pupils will be given a verbal reminder to refocus on the learning before any further responses.

If a pupil has failed to improve their behavior after a -3. They will be removed from the classroom. Pupils will remain in the classroom until collected. The pupil will be taken to the allocated departmental on call room with their work. The pupil will be issued with a -6 sit and have to sit a Core Team detention on the either a Tuesday or Thursday. If a pupil is removed via on call twice in a day they will be removed from lessons and placed in the ELC or with their Head of Year for a full day.

In response to low level disruption	Points deducted	Teacher Action	Detention Type & Time
Failure to follow the Do Now and Exit routine	-2	<ul style="list-style-type: none"> <li>• Teacher informs the pupil that they have been set a 30-minute Expectations detention.</li> <li>• Detention logged on Bromcom.</li> <li>• An Expectations failure detention for lack of equipment is only logged during Civitas</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations Detention</li> <li>• Everyday</li> <li>• 30 minutes</li> </ul>
Verbal Reminder (noted on the clip board)		<ul style="list-style-type: none"> <li>• Teacher makes it clear to the pupil the reason for the reminder. E.g. "Emily this is your verbal reminder for talking while other people are speaking, that is your verbal reminder."</li> </ul>	NA
-1 (noted on the clip board)	-1	<ul style="list-style-type: none"> <li>• Teacher strategies implemented, the teacher makes the consequences of the behaviour clear.</li> <li>• Consequences can include, moving the pupil's seat.</li> </ul>	NA
-3 (noted on the clip board)	-3	<ul style="list-style-type: none"> <li>• Teacher strategies implemented as above.</li> <li>• Pupil maybe moved to the focus table.</li> <li>• The teacher will set and record on Bromcom a 60 minutes detention where a restorative conversation with teacher takes place wherever possible.</li> <li>• Teacher calls home.</li> </ul>	<ul style="list-style-type: none"> <li>• -3 Detention</li> <li>• Everyday</li> <li>• 60 minutes</li> </ul>
On Call requested	-6	<ul style="list-style-type: none"> <li>• Teacher request for on call to come to the classroom via Bromcom where the incident is recorded.</li> <li>• A core team detention is logged.</li> <li>• When the staff member 'On Call' arrives the pupil will be taken to the allocated departmental on call room with their work.</li> <li>• Teacher calls home</li> </ul>	<ul style="list-style-type: none"> <li>• Core Team Detention</li> <li>• Tuesday and Thursday</li> <li>• KS3 90 minutes</li> <li>• KS4 120 minutes</li> </ul>

### Sanctions for not meeting our values

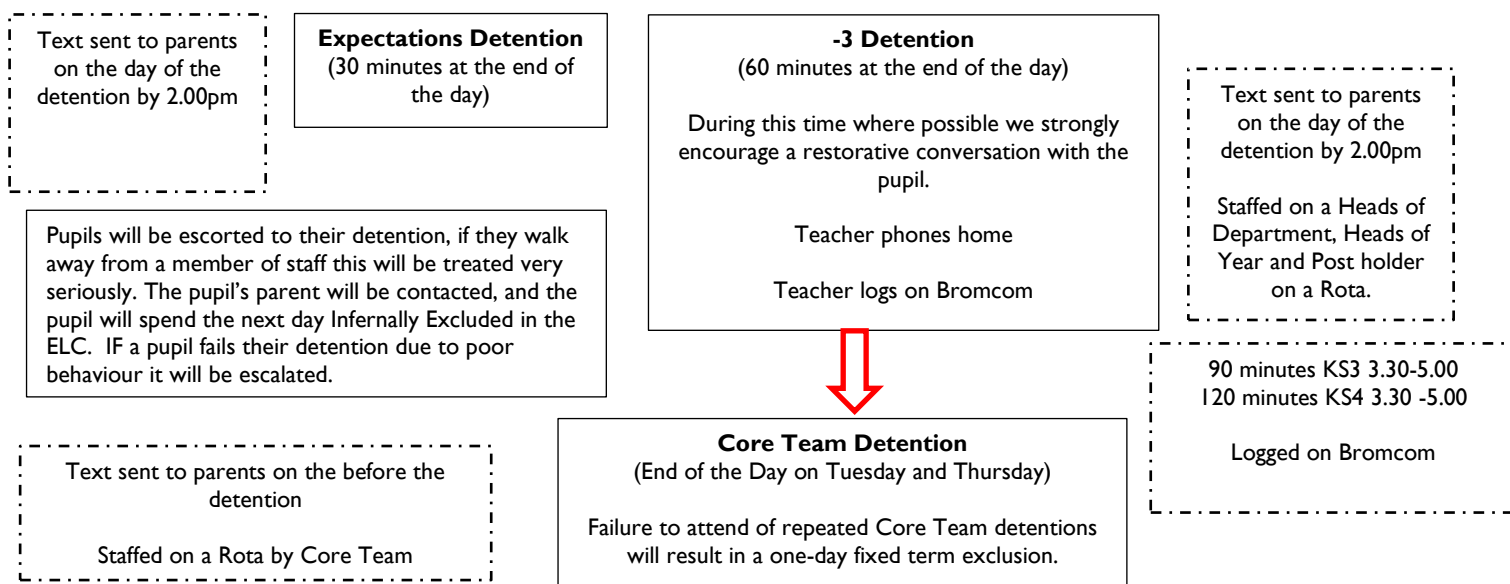
We want to enable our pupils to take ownership of their behavior and understand that there are consequences. We strongly encourage dialogue between pupils and staff to build relationships which aid learning and encourage self-confidence. This is one of the reasons we have a strong culture of Civitas 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.

Sanctions are needed to respond to inappropriate behaviour. A stepped approach to setting sanctions should be applied consistently, giving students opportunities to de-escalate situations at each stage. House Points will be taken away from pupils in light of negative behaviour. Pupils are responsible for their own behaviour.

House Points Removed	EXAMPLE	CONSEQUENCE
-1	<ul style="list-style-type: none"> <li>• Failure to correct behaviour in lesson following verbal reminder</li> <li>• Lack of equipment – Logged by Civitas tutor only.</li> <li>• Uniform infringement - Logged by Civitas tutor only.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 House point removed on Bromcom</li> </ul>
-3	<ul style="list-style-type: none"> <li>• Continued failure to correct behaviour in lesson after – 1</li> <li>• Lack of / poor quality homework</li> <li>• Poor quality classwork</li> <li>• Rudeness to peer</li> <li>• Poor behaviour at break / lunch</li> <li>• Ignoring instruction from staff</li> <li>• Persistent defiance</li> <li>• Use of mobile phone</li> <li>• Late to the Academy or Lessons</li> <li>• Minor damage to Academy property.</li> <li>• Chewing gum or external food.</li> <li>• Peer altercation (not fighting)</li> <li>• Rudeness to staff *</li> </ul>	<ul style="list-style-type: none"> <li>• 3 House Points removed</li> <li>• 60 Minute detention</li> <li>• Expectation that conversation with teacher takes place at the detention.</li> <li>• Phone Call home</li> <li>• Log on Bromcom</li> </ul>
-6	<ul style="list-style-type: none"> <li>• Missing a 60 minute detention</li> <li>• Damage</li> <li>• Graffiti</li> <li>• Poor behaviour in the community</li> <li>• Truancing a lesson</li> <li>• Rudeness to staff *</li> </ul>	<ul style="list-style-type: none"> <li>• 6 House Points removed</li> <li>• Removed from lesson via On Call</li> <li>• Core Team detention issued                             <ul style="list-style-type: none"> <li>➢ 90 minutes KS3</li> <li>➢ 120 minutes KS4</li> </ul> </li> <li>• Phone call home</li> <li>• Log on Bromcom</li> </ul>
-10	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Extreme defiance</li> <li>• Fighting</li> <li>• Extreme damage or theft</li> <li>• Rudeness to staff</li> <li>• Drug or alcohol use</li> <li>• Physical violence, assault or altercation</li> <li>• Drug dealing</li> <li>• Sexual behaviour</li> <li>• Offensive weapons</li> <li>• Bring the Academy into disrepute</li> <li>• Persistence offence of any of the above</li> </ul>	<ul style="list-style-type: none"> <li>• These behaviours seen in school, or outside the school whilst wearing school uniform, will result in a fixed term or permanent exclusion.</li> </ul>

### Bolingbroke Academy Detention System



Pupils will sit that detention at the end of the day, the exception to this is Core Team Detentions which are sat on Tuesday and Thursday only. Failure to attend the detention will result in escalation to the next category. Pupils will be expected to sit the detention unless we have medical evidence to say that they have an appointment i.e. appointment card. If a pupil misses their Core Team Detention they will be internally excluded the following day, the pupil's parents/career will be contacted by phone and they will receive a formal Internal Exclusion Letter which will be recorded on Bromcom. This is on their permanent school record

### Interventions Bolingbroke Academy Report System

### Bolingbroke Academy Behaviour Thresholds

Commendation Letters	Positive	Reports	Negative		
	Net points total Sent at the end of every half term		Total Negative Points only		Other Points
			Negative Points	Duration	
Civitas Tutors	Top 10 in each Civitas, sent via Bol Post	Civitas Tutor	-30	2 weeks	If a pupil is put onto report towards the end of the half term it will roll over and they will complete the complete report cycle. These points will reset every half term
Head of Year	Next 10 (21-30 in each year), sent via Bol Post	Head of Year	-60	2 weeks	
Assistant Principal	Next 10 in each year group (11-20 in each year), sent Via Bol Post	Assistant Principal	-90	3 weeks	
Vice Principal	Next 5 in each Year group (Top 6-10) sent by Royal Mail	Vice Principal	-120	4 weeks	
Principal	Top 5 in each year. Letter send by Royal Mail, pupils also invited to attend the Principals Breakfast	Pastoral Support Programme	Pupils will be placed on PSP at the discretion of the Director of Inclusion (AP) and Vice Principal for up to three cycles		

Pupil's report targets are directly related to the reasons for the decline in points and or the behaviours that lead to them being on report. A student will remain on report until their points total is above the threshold for that report.

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.

Where a pupil is at risk of Permanent Exclusion we utilise a range of alternative measures to try to prevent this, including Managed Moves within the Ark Network and at other local schools, Future skills placements and temporarily placing pupils in the Inclusion unit at Ark Putney.

## 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
- Celebrate good attendance and to monitor poor attendance and punctuality.
- 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:**

Create a calm and orderly environment where learning is the central focus we will encourage pupils to have our values in minds when they make their choices and through their aspirations:

- **Compassion** – You will use every opportunity to demonstrate respect, responsibility and courtesy at all times
- **Courage** – You will have the courage to make the right choices even when this is difficult. You will have the resilience to maintain an excellent standard of behaviour regardless of the situation or context.
- **Community** - You will follow all Academy rules and routines 100% as well as being kind and considerate to everyone within our community.
- **Excellence** – You will show the focus necessary to excel in all lessons You will own your own behaviour and accept the consequences of your choices or actions

### 3. 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.

**Heads of Year** – Heads of Year will meet regularly with the Pastoral Lead to ensure that there is a clear overview of the behaviour of all pupils in each Year. MIS system will be used to effectively track behavioural concerns in terms of individuals and groups. HoYs 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.

### 4. Related Policies

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

## 5. 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
- 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

## APPENDICIES

- A. Meet the Pastoral team.
- B. Detention System
- C. Behaviour Management flow chart
- D. Bolingbroke Academy Behaviour Thresholds
- E. Notes/Guidance on how to enter onto Bromcom.
- F. Calling for On Call and the Engagement Learning Centre (ELC) Procedures

## APPENDIX A: Meet the Pastoral Team

Name	Role
Ms Maddock <a href="mailto:c.maddock@arkbolingbrokeacademy.org">c.maddock@arkbolingbrokeacademy.org</a>	Vice Principal for Behaviour, Attitudes and Safeguarding <b>Designated Safeguarding Lead (DSL)</b>
Ms Knight <a href="mailto:d.knight@arkbolingbrokeacademy.org">d.knight@arkbolingbrokeacademy.org</a>	Assistant Principal for Inclusion <b>Safeguarding Level 3 Trained</b>
Ms Orchin <a href="mailto:c.orchin@arkbolingbrokeacademy.org">c.orchin@arkbolingbrokeacademy.org</a>	Assistant Principal – KS5 <b>Safeguarding Level 3 Trained</b>
Mr Rye <a href="mailto:t.rye@arkbolingbrokeacademy.org">t.rye@arkbolingbrokeacademy.org</a>	Assistant Principal – KS4
Ms Kennedy <a href="mailto:j.kennedy@arkbolingbrokeacademy.org">j.kennedy@arkbolingbrokeacademy.org</a>	Assistant Principal – KS3 <b>Safeguarding Level 3 Trained</b>
Mr Antonelli <a href="mailto:j.antonelli@arkbolingbrokeacademy.org">j.antonelli@arkbolingbrokeacademy.org</a>	Head of Year 7 <b>Safeguarding Level 3 Trained</b>
Mr Thomas <a href="mailto:j.thomas@arkbolingbrokeacademy.org">j.thomas@arkbolingbrokeacademy.org</a>	Head of Year 8 <b>Safeguarding Level 3 Trained</b>
Ms Lawrence <a href="mailto:j.lawrence@arkbolingbrokeacademy.org">j.lawrence@arkbolingbrokeacademy.org</a>	Head of Year 9
Mr Griffin <a href="mailto:d.griffin@arkbolingbrokeacademy.org">d.griffin@arkbolingbrokeacademy.org</a>	Head of Year 10
Ms Murphy <a href="mailto:j.murphy@arkbolingbrokeacademy.org">j.murphy@arkbolingbrokeacademy.org</a>	Head of Year 11 & Acting SENCO KS4 & KS5 (Maternity Cover) <b>Safeguarding Level 3 Trained</b>
Mr Knight <a href="mailto:a.knight@arkbolingbrokeacademy.org">a.knight@arkbolingbrokeacademy.org</a>	Head of Year 12 <b>Safeguarding Level 3 Trained</b>
Ms Gelder <a href="mailto:e.gelder@arkbolingbrokeacademy.org">e.gelder@arkbolingbrokeacademy.org</a>	Head of Year 12 <b>Deputy Designated Safeguarding Lead (DDSL)</b>
Ms Kanetis <a href="mailto:t.kanetis@arkbolingbrokeacademy.org">t.kanetis@arkbolingbrokeacademy.org</a>	SENCO KS3
Ms Stanton <a href="mailto:s.stanton@arkbolingbrokeacademy.org">s.stanton@arkbolingbrokeacademy.org</a>	SENCO KS4 & KS5 (On Maternity Until SPR)

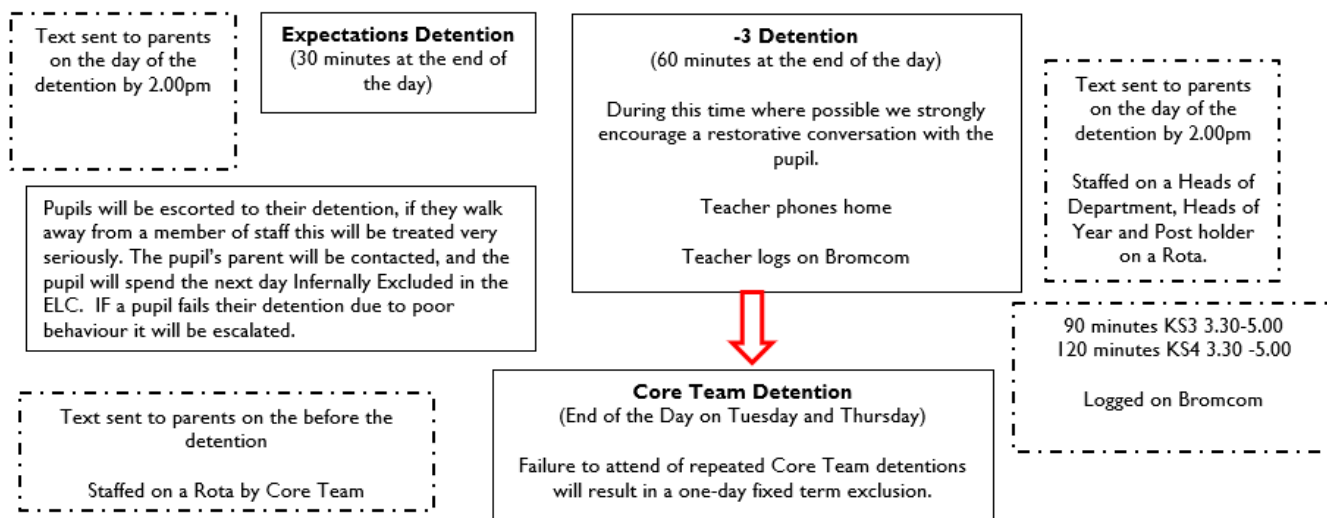
Each Civitas group meets for 20 minutes at the start of the day and has a Year Assembly once a week.

## APPENDIX B: DETENTION SYSTEM

Pupils will sit that detention at the end of the day, the exception to this is Core Team Detentions which are sat on Tuesday and Thursday only.

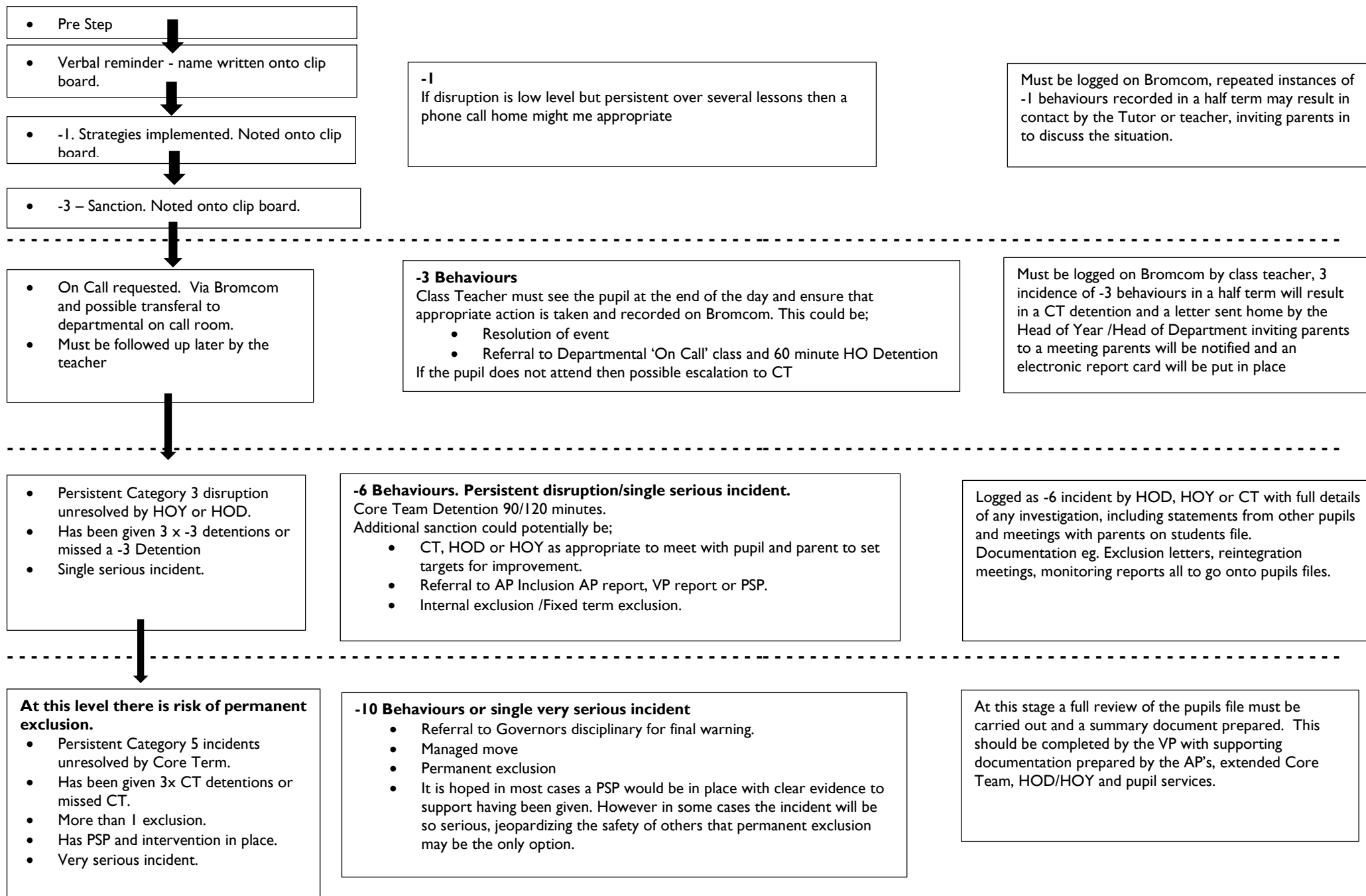
Failure to attend the detention will result in escalation to the next category. Pupils will be expected to sit the detention unless we have medical evidence to say that they have an appointment i.e. appointment card.

If a pupil misses their Core Team Detention they will be internally excluded the following day, the pupil's parents/career will be contacted by phone and they will receive a formal Internal Exclusion Letter which will be recorded on Bromcom. This is on their permanent school record





## APPENDIX C: BEHAVIOUR MANAGEMENT FLOW CHART



## APPENDIX D: Bolingbroke Academy Behaviour Thresholds

Positive		Negative			
Commendation Letters	Net points total	Reports	Total Negative Points only		
	Sent at the end of every half term		Negative Points	Duration	Other Points
Civitas Tutors	Top 10 in each Civitas, sent via Bol Post	Civitas Tutor	-30	2 weeks	If a pupil is put onto report towards the end of the half term it will roll over and they will complete the complete report cycle. These points will reset every half term
Head of Year	Next 10 (21-30 in each year), sent via Bol Post	Head of Year	-60	2 weeks	
Assistant Principal	Next 10 in each year group (11-20 in each year), sent Via Bol Post	Assistant Principal	-90	3 weeks	
Vice Principal	Next 5 in each Year group (Top 6-10) sent by Royal Mail	Vice Principal	-120	4 weeks	
Principal	Top 5 in each year. Letter send by Royal Mail, pupils also invited to attend the Principals Breakfast	Pastoral Support Programme	Pupils will be placed on PSP at the discretion of the Director of Inclusion (AP) and Vice Principal for up to three cycles		

## **APPENDIX E: NOTES/GUIDANCE ON HOW TO ENTER ONTO BROMCOM:**

Bromcom entries form part of the student's permanent record. These are used in any intervention strategy including: Parental Interview, PSPs and Disciplinary Panels.

Please remember when entering an incident that:

- The record of the incident should be grammatically correct with accurate spelling.
- MUST avoid any personal comment or judgements – please stick to the facts.
- We should not enter the names of other students. When the records are printed and
- When entering the student for a detention, then it is very important to make sure that the reason field is completed succinctly and accurately. The reason is included in the letter and so we need to remember that a parent will read this.
- For any Category 1 or 2 entries, when entering the reason please make sure that you give enough details to make it clear exactly what the student has done to warrant the given sanction.
- For any Category 3 or 4 entries, these must be accompanied by a staff incident statement that is sent to the Coordinator and Assistant Principal. Again make it clear exactly what has happened and include the names/tutor groups of any witnesses.

## **APPENDIX F: CALLING FOR ON CALL AND THE ENGAGEMENT LEARNING CENTRE (ELC) PROCEDURES**

### **Purpose**

There will always be a person 'On call' who can be contacted by radio the person 'On Call' should be called for any serious incident or if a pupil needs to be withdrawn from a lesson.

Preferably, pupils will be parked in their subject area. All subject areas have in place an 'On call parking' rota to be utilised by the department and 'On call'. If the Head of Department or post holder in that department are available the pupil may alternatively be placed with them and returned to the class when the issue is resolved.

The Engagement Learning Centre (ELC) room is a holding area for any pupil who needs to be withdrawn from a lesson because they are disrupting the learning of others. This is not a long term solution to the problem and further action will need to be taken.

A pupil can only be taken to referral by the person 'On call' or when:

- There has been continuous disruption to learning after the Behaviour Policy has been followed
- A pupil has been extremely rude or defiant to the teacher
- There has been a serious incident

It is not appropriate to 'On call' or send a pupil to the ELC for:

- Being late
- Poor work
- Not having equipment etc.

### **Procedure**

- Member of staff sends for 'On Call' via Bromcom (Bromcom will send an automated email)
- 'On Call' is notified via radio
- 'On Call' takes student to the ELC, the designated departmental on call classroom.
- 'On call' collects work from teacher/pupil. And will set appropriate sanction for pupil. Admin are informed and Bromcom updated. This could be seeing teacher at end of day to resolve or setting a detention.

The pupil must then complete classwork in silence. If he/she fails to settle down or is disruptive, there will be one warning, recorded on Bromcom that any further disruption will lead to an escalation.

Depending on the time of the day, any student still refusing to meet expectations will be given a fixed term exclusion (home based) for the rest of the day, or alternatively kept with the Vice Principal / Assistant Principal until the end of the day and be given an escalated sanction. Parents/carers will also be informed where appropriate.

### **Engagement Learning Centre (Internal exclusion)**

Consistent or persistent rule breaking may result in internal exclusion in the Engagement Learning Centre (ELC). This is intended to allow pupils the opportunity to reflect and focus their attitude and behaviour back to learning.

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