



Bluecoat Meres
Academy

believe in yourself, in others, in God

BEHAVIOUR POLICY

Statement of Practice

At Bluecoat Meres our mission statement is 'Believe in yourself, in others, in God'. We believe that all students have the right to feel safe, the right to feel happy and the right to learn. This is achieved most effectively when students demonstrate the high expectations we have for them in relation to their effort, conduct and behaviour in and around school, and within the local community. Not only does positive behaviour for learning enable teachers to teach and students to learn, but it also prepares students for the next stage of their education and their future employment.

Whilst one of our core aims is to ensure students achieve their academic potential, we measure attitudes to learning regularly throughout the year and reward these appropriately. We feel strongly that if students are meeting high expectations in relation to their attitudes to learning, this affords them the best chance of academic success. Bluecoat Meres students demonstrate they have respect for and support others' learning by:

- Adhering to the academy expectations
- Offering valid and well considered contributions to lessons
- Taking pride and care in their work
- Showing resilience when faced with challenge

Rewards are used to encourage and celebrate good behaviour, whilst sanctions are used to deter future poor behaviour.

We recognise that actions do have consequences, students are not always acting out of choice, they are sometimes engaging in survival behaviours that are mediated by unconscious processes. Therefore, caution should be used with the word 'choice'.

A 'Connection before Correction' approach is used, so the priority is always on repairing the relationship and establishing emotional safety. Using any sanction is effective only if students are clear about why it has been given and that it is given after they have a chance to reflect on their behaviour when they are in a calm state.

Outcomes should only be applied when the student is regulated and able to reflect upon their behaviour.

Staff must avoid any actions which lead to shaming or humiliation of a student. Only the adult who is involved in the event should comment.

The developmental age and specific needs of the student will be considered when deciding appropriate outcomes, as will the student's physical and emotional state at the time. A 'one size fits all' approach is not appropriate and this should be kept in mind when deciding upon an appropriate natural outcome, as outlined below.

A restorative conversation takes place as soon as possible, focusing first on the student's own feelings (physical and emotional) and how the other student/person may have felt.

Outcomes of behaviour are responsive to the needs of the student rather than punishing or isolating.

REWARDS

Students are rewarded regularly for both effort and achievement in a variety of ways. We recognise however that rewarding positive behaviour is effective only when students understand when and why they are being rewarded and when all staff apply this consistently. Examples of rewards:

- **Praise** - This is used systematically by staff to encourage and recognise effort and achievement and to promote positive relationships.
- **Positive messages communicated to parents** - When students' behaviour is deemed to be deserving, staff may communicate with parent/carers of students to report the positive behaviour either by phonecall, postcard, text message or letter.
- **Positive points** - These are rewarded regularly by staff to recognise significant contributions by students. This might include an outstanding piece of work, significant effort, supporting the learning of others, or for a wider contribution to the school. These are monitored and certificates awarded at significant milestones.
- **Attendance rewards** - A range of incentives are used by the attendance team to reward good attendance, and those students who have shown significant improvement in their attendance. This includes rewards for those who have attended well during a specific period of time, as well as those who maintain excellent attendance throughout the year.
- **Rewards assemblies** - Recognising and celebrating achievements more formally in celebration events.

EXPECTATIONS

We expect our students to follow the 'Bluecoat Way' by working hard and achieving well in a safe and happy learning environment. In order to achieve this we expect them to be courteous and respectful to staff, their peers and the wider community. In the classroom, students are expected to SHINE. These basic principles help to underpin a positive climate for learning and thus ensure the best outcomes for students in lessons. Classroom routines are shared with students and replicated in all classrooms at the start and end of lessons in order to ensure calm and orderly conduct around the academy. We expect students to be polite and courteous at all times around the school building.

We promote tolerance within our school community and as such, instances of racism, homophobia or intolerance of any protected characteristics will be sanctioned. In the first instance, we would always aim to do this by educating students about fundamental British values.

Mobile phones and other personal devices are a distraction to learning and are not permitted on school site. If a device is seen on school site, it will be confiscated and held securely until a parent/carer can come to the school office to collect it and a detention issued.

Drugs and alcohol are not permitted on school site. Under no circumstances should a student attend school under the influence of drugs or alcohol. Any student suspected of being under the influence of drugs or alcohol will be expected to be collected by a parent or carer to return home. No student should be in possession of drugs or alcohol on site. Anyone suspected will be required to empty their bags and pockets and the police may be contacted.

We expect our parents and carers to:

- Support your child to attend school on time and as required.
- Support your child to meet the school's expectations of behavior.
- Support staff at school in carrying out and reinforcing the behaviour policy.
- Be contactable or attend school should your child's behavior present a risk to themselves or others and to provide details of another responsible adult we can contact if you are unavailable.
- Be honest and open with us about your child's needs, for us to be able to support them and you as best we can.

We expect our staff to:

- Understand that students learn best when they feel safe and happy.
- Understand that basic physiological and emotional needs must be met before a student feels safe enough to relax and learn.
- Consistently demonstrate that they care and can be trusted.
- Be well regulated as raised voices, angry faces and body language can create fear and stress.
- Understand that strategies and skills to manage behaviour take time and effort to learn - small successes need to be celebrated.
- Endeavour to build a threat-free, safe environment where adults are in charge and take full responsibility in order that students are free from the burden of having to keep themselves physically and emotionally safe.

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOR

We promote positive behaviour by:

- Knowing our students well and understanding how their past experiences affect their current presentation.
- We read and contribute to Student Support Plans regularly to ensure we are up to date on their needs. Where appropriate, students are invited to contribute to their plan, and offer insights on how we can help them to regulate their emotions when in crisis.
- All staff starting with consistent, calm adult behaviour that focuses on prevention rather than reaction.
- We recognise when student behaviour needs intervention with an approach that prevents escalating behaviour.
- We have visual reminders of expected behaviours across the school.
- We work alongside parents, regularly communicating with them to support their children's learning and well-being.
- We acknowledge positive behaviours and emotional control, particularly small successes with particularly vulnerable students.
- We use "check-ins" and "check-outs" to gauge the emotional temperature of key students and to support them early with any issues they are having.
- We target particular needs with one-to-one or group interventions
- We refer for external help from Early Help etc. as appropriate

When children are escalating on the crisis continuum, some examples of our approach include:

- Speaking quietly and using our body language to encourage students to regulate their emotions.
- Picking up on the positives, e.g. a time when they have successfully changed a response, or we remind them of their strengths or personalised targets
- We offer alternative strategies such as reflection time and/or relocation
- We repeat that we are there to support them and communicate care
- We never shout and we ensure our body language is positive
- We ensure our students have personal space
- We use diversion/distraction, e.g. change the activity or topic of conversation to remove pressure
- We use a change of face - swap places with a colleague if we feel the child might be better helped by someone else in this moment
- We remind them of the school's expectations and that their actions have consequences.

EXAMPLES OF SANCTIONS

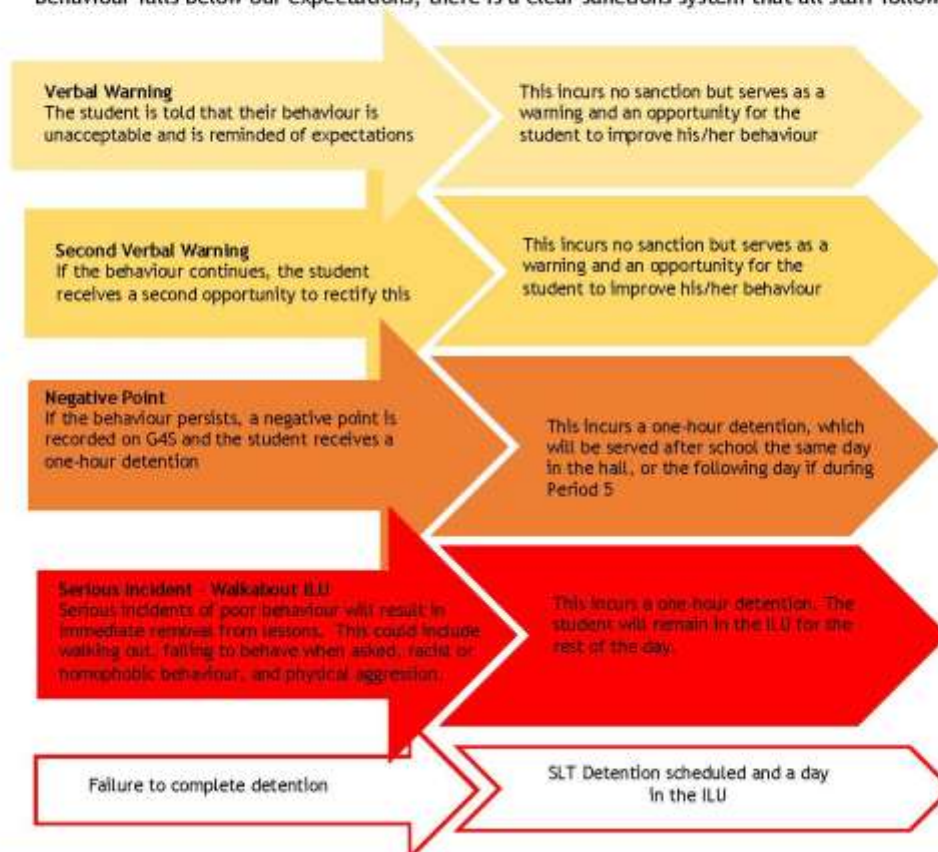
Students are sanctioned for negative behaviour in a timely manner and in a way which aims to deter further negative behaviour. More serious incidents of poor behaviour are investigated and considered before a sanction is applied. A number of sanctions are used at Bluecoat Meres:

- Warnings - Warnings are used in lesson to enable students to modify their behaviour before a sanction is implemented. The types of behaviours which could incur warnings are displayed in every learning area around the school, to ensure that expectations are clear (see appendices 2 and 3).

- In the first instance students receive a verbal warning. Failure to modify the negative behaviour would result in a second verbal warning.
- Negative points - These are given to students who fail to modify their behaviour following two warnings, or for one-off more serious incidents of behaviour (such as dangerous behaviour, or for swearing, etc.). This results in a 1 hour after-school detention is given, which takes place the same day unless the incident takes place in period 5 in which case the detention will be scheduled on the next school day. The teacher will record the negative point in Go4Schools along with an explanation of why the student received the two verbal warnings. This will be visible to staff and parents in Go4Schools.
- Removal from class - This takes place when a student fails to modify their behavior following a negative point or for swearing in class. They will be removed from the lesson and taken to ILU where they will remain for the rest of the school day and including a 1 hour detention after school.
- Detentions - After-school detentions are run centrally at the end of every day. 60 minute detentions are given for negative points. If students fail to attend their initial detention, they will spend a day in ILU and complete their one hour detention at the end of that day.
- Ten minute detentions may also be given by staff at break or lunchtime. This would be for failing to meet expectations.
- Negative phonecalls - When a student's behaviour falls significantly below our expectations, staff may phone parents/carers to communicate their concerns.
- Independent Learning Unit - The ILU may be used to isolate students who might otherwise have received a fixed term exclusion. This alternative ensures that students complete meaningful work, in a safe and focused environment, without adversely affecting their attendance. Students will be isolated appropriately depending on the extent of their poor behaviour.
- Fixed Term Exclusions - Exclusions are used to sanction serious or dangerous incidents of negative behaviour, as deemed appropriate by the senior leadership team. Exclusions may vary in length depending on the severity of the incident and the student's behaviour history.
- Permanent Exclusion - Bluecoat Meres Academy aims to avoid permanent exclusion at all costs, but the principal may take the decision to permanently exclude a student for a one-off serious incident or persistent disruptive behaviour.
- We endeavour to work alongside the Lincolnshire ladder and consequently an extensive range of restorative strategies are employed to support students in regulating their own behaviour and enjoying success during their time at school.



At Bluecoat Meres Academy good behaviour for learning is encouraged and rewarded. However, when behaviour falls below our expectations, there is a clear sanctions system that all staff follow.



ILU/offsite ILU seclusions will be issued to students for a number of reasons, including:

- Refusal to comply
- Swearing at staff,
- Racist/homophobic behaviour
- Physical aggression
- Bullying
- Sexual misconduct

Fixed term exclusions will be issued as deemed necessary by the Head of School

Permanent exclusion will be used as a last resort, when all other interventions/support strategies have failed in the case of persistent and defiant behaviour. It may also be used for serious one-off incidents.

REASONS MAY INCLUDE:

- Serious or threatened violence
- Sexual misconduct
- Supplying/possessing illegal drugs
- Violence/inappropriate conduct towards staff



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