BOWER PARK
ACADEMY

Behaviour for Learning Policy

DECEMBER 2024

POLICY AGREED BY: LOCAL GOVERNORS' COMMITTEE	DATE: 4 DECEMBER 2024
POLICY REVIEW DATE: SEPTEMBER 2025	

A Statement of Purpose, Aims, Strategies and Objectives.

The purpose of the policy is to provide an excellent education in a safe and supportive learning environment, where people are valued and make positive contributions to the academy community. We believe that good behaviour is an essential condition for effective teaching and learning to take place. Students and staff have the right to work in an environment that is safe, friendly, motivating and fair. It is the responsibility of all students, staff and parents to work together to achieve this goal, through consistent practices that embody our common purpose to ensure that everyone learns, develops and thrives whilst in our care.

The overall aim of this policy is to communicate our expectations for behaviour and conduct. They should be coherent, cohesive and visible to everyone in the academy, including visitors to the academy and the local community. Underpinning the policy is our philosophical view that behaviour needs to be managed positively, with the emphasis placed upon reward and recognition of personal attributes and achievements. This, combined with a clear and fair system of sanctions for those who choose not to comply, forms the basis of this document.

Academy Rules

1) **Be ready**
2) **Be responsible**
3) **Be respectful**

We expect students to:

- Arrive to lessons on time, appropriately dressed, motivated and equipped to learn
- Respect the rights of others to learn by listening, speaking and behaving respectfully
- Follow instructions from staff, first time, every time
- Respect the environment and other people's space and property

Our staff expectations for managing behaviour are listed below in our Discipline with Dignity values.

- The staff at Bower Park Academy believe that, in order to facilitate teaching and learning, respectable behaviour must be displayed in all aspects of academy life and beyond. We are therefore committed to adhering to the principles of Discipline with Dignity. Discipline with Dignity is a management theory that was developed by Richard Curwin and Allen Mendler. Discipline with Dignity equips staff with classroom skills and techniques that enable them to spend less time dealing with behaviour problems and more time on positive interactions with students. The goal of managing a classroom is to create a space where behavioural problems do not occur. Discipline with Dignity is set up to create a positive classroom and academy community which focuses on respect. The guiding principles of Discipline with Dignity are:

Value 1

There is no quick fix to establishing outstanding behaviour. Effective discipline is about teaching children to take responsibility. It is not about teaching compliance. The academy needs to maintain and build upon its good level of discipline. Establishing good classroom management/behaviour takes time to develop with new classes. It is as important as giving the inspirational first lesson. All totally inspirational lessons cannot be maintained. Likewise, a

major focus on establishing good behaviour lesson upon lesson should not be attempted, although the core behavioural expectations must, of course, be applied consistently every lesson. Use common sense!

Value 2

Use the Assertive Discipline approach, but stop doing things that are ineffective. Example: seating plans are an essential part of classroom management at the academy, but there are different arrangements of desks, and who sits with who in different lessons, according to the type of activity taking place. Discuss these arrangements in your department and with your Pastoral Manager. Use common sense!

Value 3

Do not treat every student the same. Example: you could be teaching students, who you have known for four years in Year 11 and have a range of new classes in the rest of the academy. Establishing the classroom management framework with the Year 11 class should not take the same time or effort if you have dealt with them effectively before. Be fair and consistent, but take into account an individual student's track record. Example: Student A has never forgotten their homework before, while student B frequently forgets their homework. Student A gets a one-day extension, student B gets an after-school detention.

Value 4

Rules must make sense. However, that is NOT for individual staff to decide upon. We start with the rules we have, and these must be enforced by all staff. It is, however, important that each term Pastoral and Faculty teams raise any rule that is causing concern, so that the rule can be reviewed by the Senior Leadership Team (SLT), with a view to amending the rule.

Value 5

Model what you expect. Teachers are role models; they should live by the code that we expect of the students, such as the dress code (within the confines of our teaching role). We expect homework in on time, having given students, for example, four days to complete the work. Allowing for circumstances, we should turn around the marking within those four days. Clearly, long-term coursework is a different issue! Speak to students as we would like to be spoken to.

Value 6

We should give the opportunity for students to take responsibility. This is more important than just obedience. Making the right choices: staff in the academy make many decisions each day, and it is not possible for us to get them 100% right every time. Accept that we can be wrong. Similarly, students sometimes make bad decisions. Give them the opportunity to put it right.

Value 7

Confront misbehaviour with dignity and authority. Assume you will have your reasonable instruction obeyed. If the instruction is given clearly and politely, it is more likely to be followed by the student. Think how you would like to be treated. It is, however, difficult to be dignified with students when you are having your authority challenged, or you are being verbally abused. In these circumstances, refer back to Values 1 to 6, seek help from colleagues and ensure that the appropriate sanctions are imposed.

Value 8

Be persistent when setting sanctions. Ensure that your sanctions are followed up and actioned.
Value 9

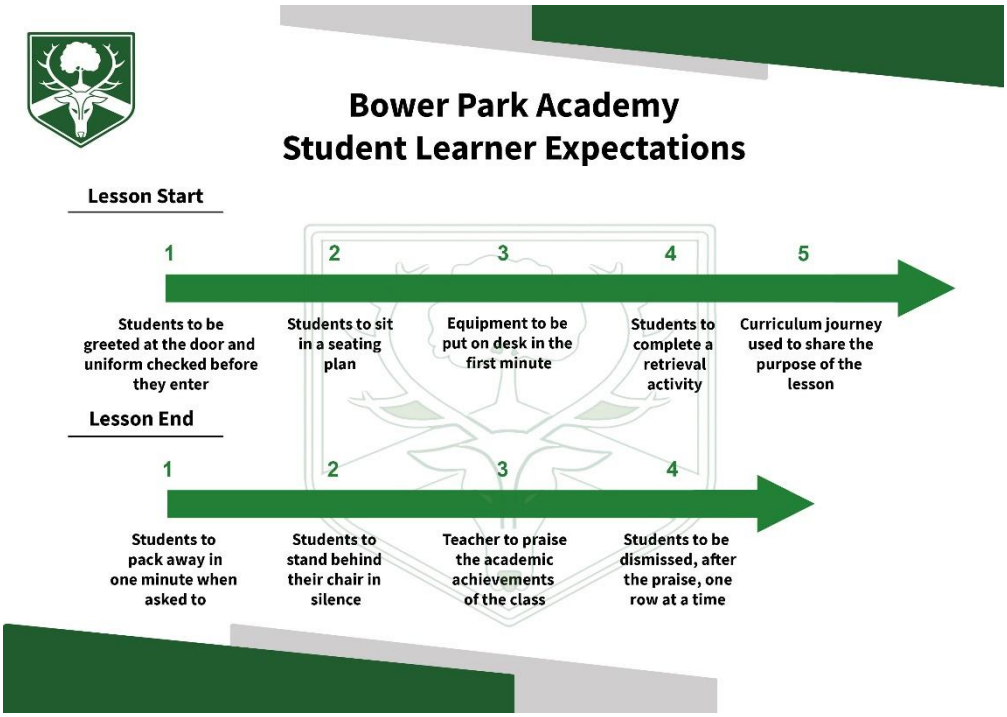
Be willing to discuss issues surrounding misbehaviour with colleagues.

Value 10

Try to get the decisions about student discipline and behaviour correct.
Our practice is also based upon the five Rs of restorative practice:

- Relationships
- Respect
- Responsibility
- Repair
- Reintegration

Our student expectations for lessons are as follows:



Our student expectations for learning underpin the routines for lesson beginnings and endings. They ensure that students develop effective habits for learning, and that classrooms have a positive climate for learning, so that *effective* learning takes place.

In addition, we share our academy student code of conduct (Appendix 1) at the start of the academic year, to ensure that all students understand our expectations, feel part of our expectations and have a sense of belonging and shared purpose.

Break, Lunch and Lesson transition Conduct

1. When inside the building, students should walk on the left
2. Hold doors open for people, say good morning and be courteous at all times
3. Do not run, but walk calmly and purposefully to your next lesson
4. All litter should be placed in bins
5. Wear correct uniform at all times
6. No playfighting

Achievement and Behaviour Systems

Our achievement system is aligned to our academy values and expectations, as detailed in our four academy values. Students are rewarded for success in the four areas of:

- Respect
- Effort
- Aspiration
- Progress

Examples of praise for these values include:

Respect -	Positive attitude to learning Care of property Learning environment Completing a good deed Respect staff and peers Respect learning of others
Effort -	Contribution to discussions Good class work Excellent homework Extra-curricular achievement Trying hard in lessons
Aspirations -	Careers Self-challenge Additional study Representing the academy
Progress -	Improved attainment Mastering a skill Improved work Improved contributions

Improved test scores
Consistent excellent test/scores

Verbal praise in lessons is used to praise students' academic achievement, effort and conduct. This praise is also modelled by staff on duty to communicate our ethos and model the language of positive discipline at all times. Achievement points are monitored half-termly by the year team. Students discuss their achievement points with their form tutor and they contribute to end-of-year rewards trips. They are also celebrated in half-termly rewards assemblies.

ACHIEVEMENT POINTS	**CERTIFICATE**
30 Points	Bronze Certificate
50 Points	Silver Certificate
75 Points	Gold Certificate

In addition to these four areas, we also praise for kindness. We believe that kindness underpins our fourth academy rule and is key for ensuring students feel safe and motivated in the academy. Kindness points are also linked to our end-of-year rewards trip. They are discussed regularly in assembly and are intended to improve relationships in the academy.

To celebrate our students' successes, achievement points are logged on Edulink for staff, students and parents to access. Students that receive certificates will also be recognised on the display boards located outside year offices.

Half-termly rewards assemblies will celebrate students' success in the areas of effort, achievement, progress, kindness and attainment. We also have termly honours assemblies where students are recognised for their success across all aspects of the curriculum, as well as receiving certificates for 100% attendance. Throughout the year, students also have three opportunities to be nominated for Jack Petchey awards, to acknowledge contributions to the academy and/or the wider community.

Rules and Sanctions

Whilst we foster a positive attitude to behaviour management, we recognise that some students will fall below our expectations. In order to create a good learning environment when this happens, the academy will follow a process of consequences alongside restorative justice.

Our system is designed to communicate, support and address behavioural concerns with students who struggle to meet academy expectations. We promote personal responsibility and aim to motivate students to achieve.

Behaviour points are monitored weekly and half-termly; it is the responsibility of the Head of Year to share findings and concerns with the year team. Students discuss their behaviour points with their form tutor, and, if points accumulated are high, this may prevent students being invited to attend trips and academy events. Our behaviour triggers are as follows:

The trigger points are guidelines, and earlier interventions may be necessary where appropriate.

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Report Cards

To support students to meet our academy standards, we have a large support structure in place, which includes:

- Green Report – given by the form tutor or Support and Guidance Manager.
- Orange Report - given by the Head of Year.
- Red Report – given by a member of SLT.

For each report, it is the student's responsibility to find the relevant member of staff to sign their report every day. If a report is lost or incomplete, it will count as a failed report. At every stage of the report, the year team will discuss if an additional intervention is required for the student, and each case will be dealt with individually. Some interventions will take place off-site and will require the support of local authority experts. At any stage, the pastoral team may decide to start a Pastoral Support Plan, reviewed approximately every 3-4 weeks, if it is deemed that the student needs intensive support to meet academy expectations.

If the Pastoral Support Plan fails, the student is at risk of a permanent exclusion.

Behaviour is discussed regularly in assembly, and we aim to eliminate child-on-child abuse, bullying and anti-social behaviour in the academy. We understand that students will make mistakes, and we will support them to learn from these and repair any broken relationships through our Restorative Justice Programme.

Classroom Behaviour

Before formal sanctions are issued, teachers will usually (depending on the severity of the incident) give warnings to students who break academy rules.

If behaviour continues to be a concern, students will be issued with a formal sanction, which could include:

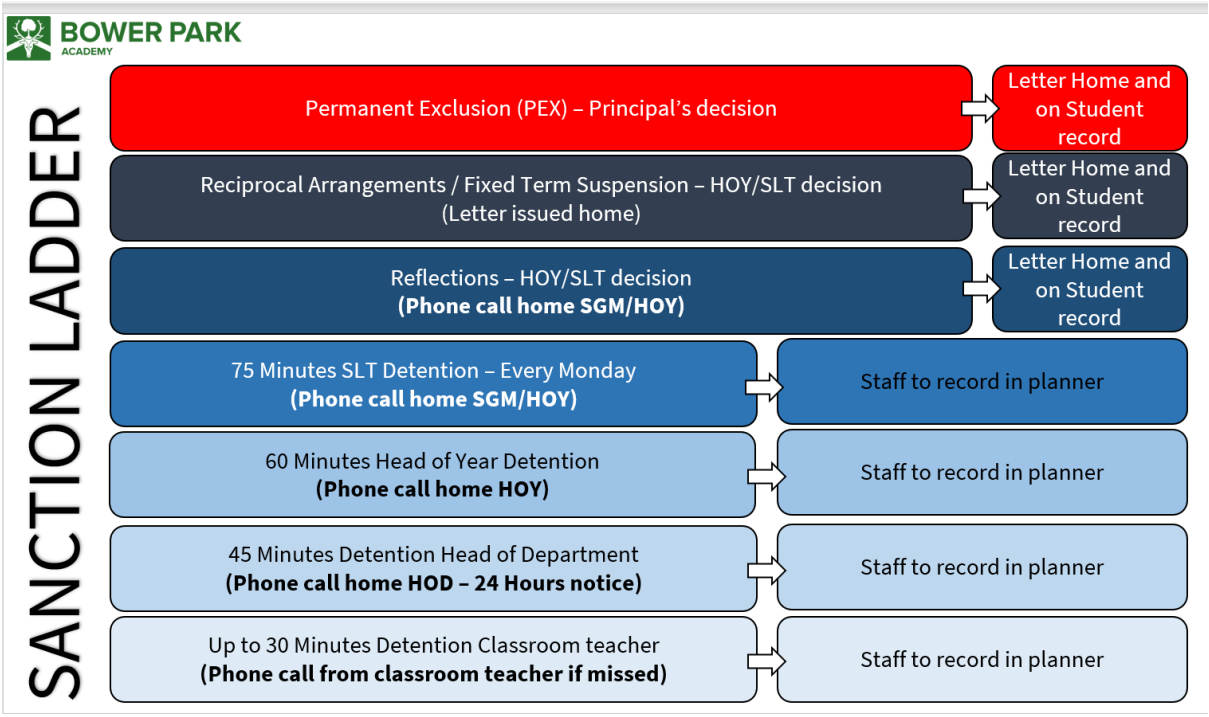
- Detention
- Relocation to either Reflections room, Head of Department or pastoral team

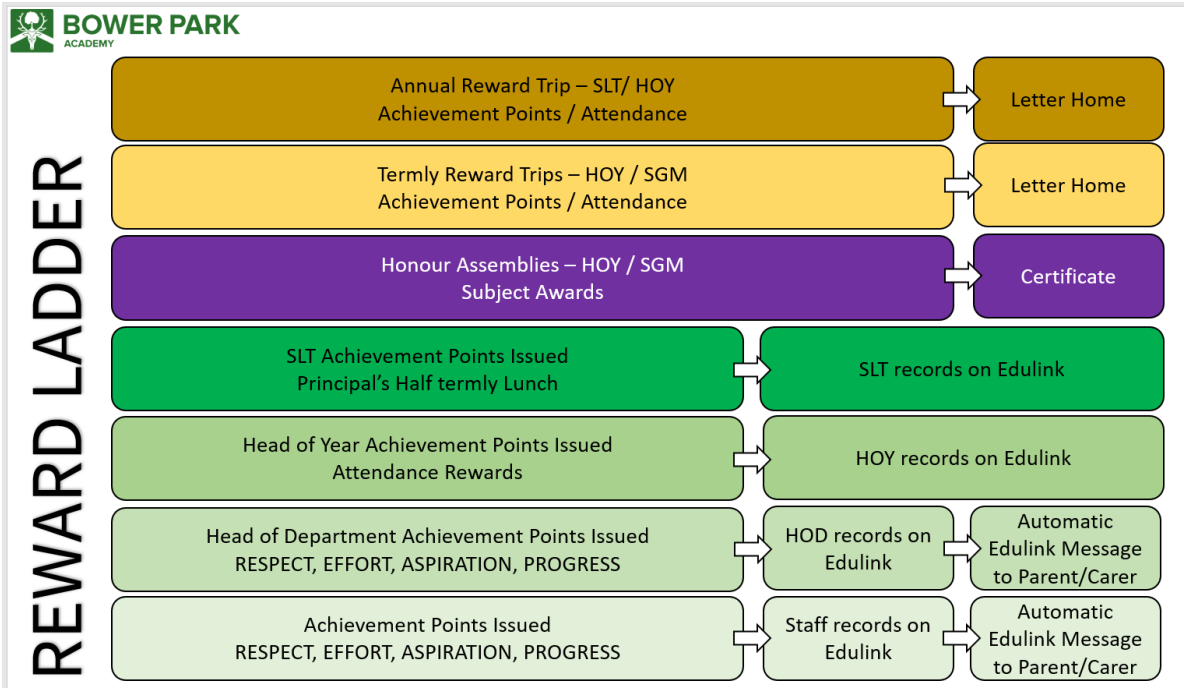
Summary of classroom behaviour systems.

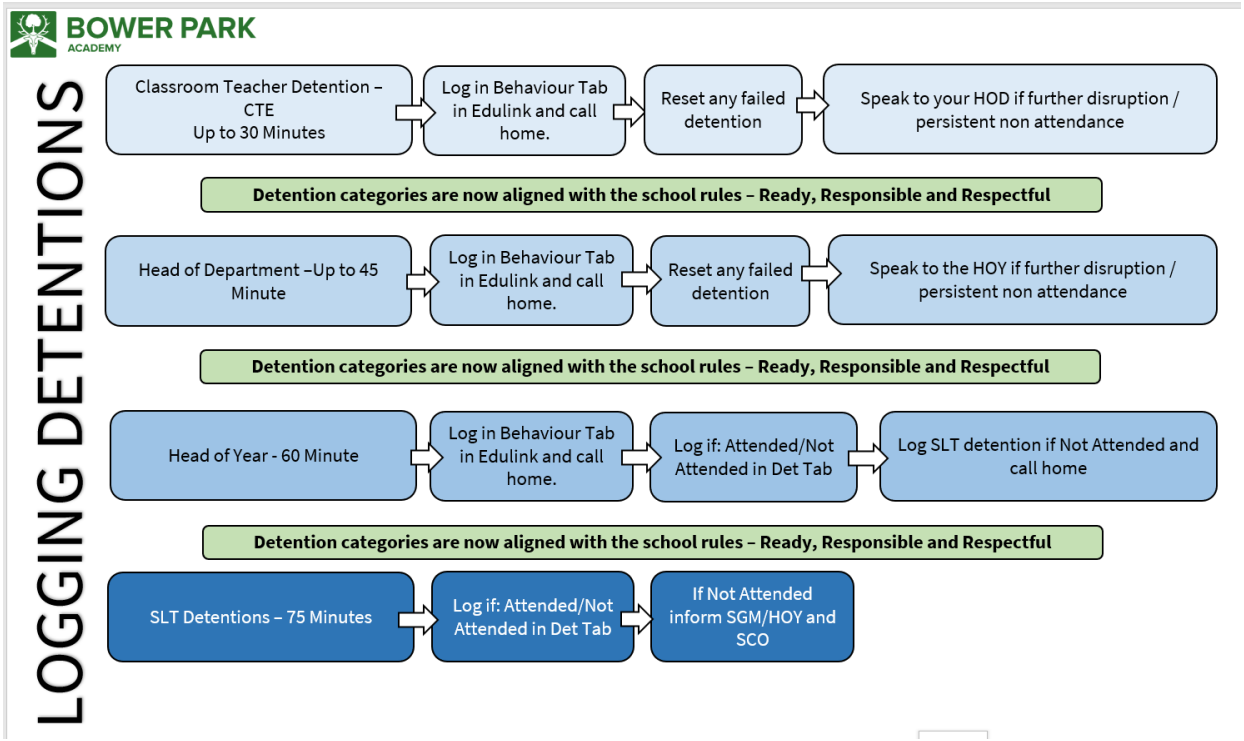
Class teacher to support the correction of behaviour for learning.

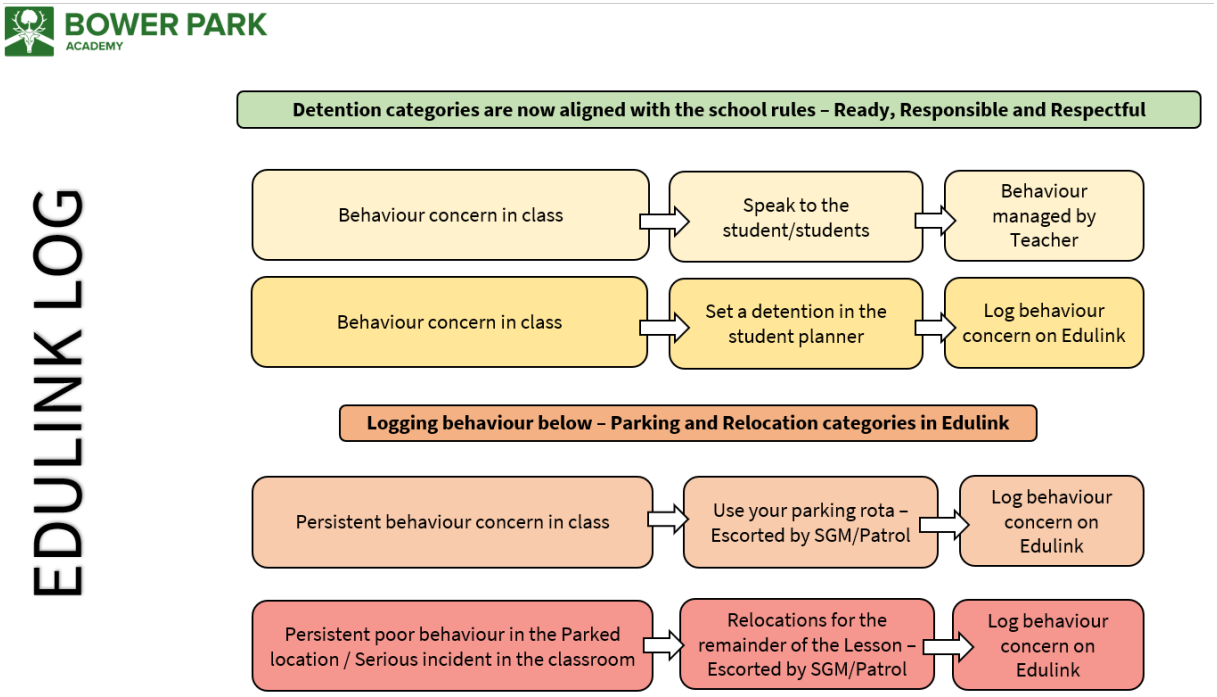
Patrol involvement: Remove student to the year team/ Reflections Room
Year team to set a detention for up to 35 minutes at lunch or after school

Patrol involvement: SLT involvement (This may result in the student being placed in our Relocations Room or our Reflections Room, depending on the severity of the incident)
Year Team to set a detention for up to 35 minutes at lunch or after school, unless the behaviour is deemed to be a severe breach of our rules and requires an alternative consequence.


BOWER PARK ACADEMY
SANCTION LADDER
Permanent Exclusion (PEX) – Principal's decision
Letter Home and on Student record
Reciprocal Arrangements / Fixed Term Suspension – HOY/SLT decision (Letter issued home)
Letter Home and on Student record
Reflections – HOY/SLT decision (Phone call home SGM/HOY)
Letter Home and on Student record
75 Minutes SLT Detention – Every Monday (Phone call home SGM/HOY)
Staff to record in planner
60 Minutes Head of Year Detention (Phone call home HOY)
Staff to record in planner
45 Minutes Detention Head of Department (Phone call home HOD – 24 Hours notice)
Staff to record in planner
Up to 30 Minutes Detention Classroom teacher (Phone call from classroom teacher if missed)
Staff to record in planner


BOWER PARK ACADEMY
REWARD LADDER
Annual Reward Trip – SLT/ HOY Achievement Points / Attendance
Letter Home
Termly Reward Trips – HOY / SGM Achievement Points / Attendance
Letter Home
Honour Assemblies – HOY / SGM Subject Awards
Certificate
SLT Achievement Points Issued Principal's Half termly Lunch
SLT records on Edulink
Head of Year Achievement Points Issued Attendance Rewards
HOY records on Edulink
Head of Department Achievement Points Issued RESPECT, EFFORT, ASPIRATION, PROGRESS
HOD records on Edulink
Automatic Edulink Message to Parent/Carer
Achievement Points Issued RESPECT, EFFORT, ASPIRATION, PROGRESS
Staff records on Edulink
Automatic Edulink Message to Parent/Carer





Detentions

Detentions may be issued by any member of staff if behaviour is deemed inappropriate, or work is not completed to an expected standard. Detentions may occur at break, lunch and after school. Notice of after-school detentions will be given to parents/carers where possible, but the academy is not obliged by law to give 24 hours' notice. Where the issue is subject-based, the detention will be set with the class

teacher and logged on Edulink. Students will have the opportunity to record it in their student planner. Initially, detentions are sat with the class teacher, and the behaviour concern is discussed and expectations for learning are reset. Students are to complete the detention in the teacher's classroom for up to 30 minutes. The aim of the detention is to restore the relationship with the teacher. If this detention is missed, the student will be required to sit a 45-minute detention with the Head of Department, which is also logged on Edulink. Should students miss the HOD detention this will be escalated to a 60 minute HOY detention and if that is also missed then it will be escalated to a 75 minute SLT detention. Should a student miss an SLT detention then they will be placed in Relections for a day. Detentions are monitored weekly by the year team and students with persistent issues will be referred to the year team instead of the HOD. Parents of those students will be invited to a meeting to discuss concerns. Subject detention data will also be shared with the HOD for analysis.

Lesson Monitoring

Every lesson, a member of staff is timetabled to check on learning in lessons; this support is called 'patrol'. Patrol teachers will go to a lesson where a student needs to be taken to a different class or the Reflections room. To report an on-call to patrol, teachers need to email patrol@elatschools.co.uk . When the student is collected by patrol, he or she will be taken to the Head of Department, or another classroom if the situation cannot be resolved by the patrol teacher.

Students are not allowed out of lesson at any time unless they are supervised by a member of staff on patrol. Typically, students are not allowed to use the toilet during learning time unless they have a medical condition. There will be times when students are 'desperate' to use the toilet and they will be permitted to go at the discretion of the class teacher.

Isolation, Off-site Directions, Fixed-term Suspensions and Permanent Exclusions

In extreme cases of poor behaviour, the academy may consider suspending a student. Before the academy does this, it will consider the implications of the Equality Act 2010. Specifically, the academy will consider whether there is the possibility of any discrimination against a student due to their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. For students with disabilities, whether diagnosed or not, and those students with additional needs, the academy will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any suspension.

A student may be placed in isolation if the academy deems that their behaviour for learning is unacceptable, or if a student or others are at risk. A student can only be placed in isolation with the consent of the Senior Leadership Team. Parents will be contacted by the academy to explain that sanction.

If the sanction is isolation, this will take place within the academy grounds and in our Reflections room, a learning room that is separated from other students within the academy. Sessions in our Reflections room begin at 9.00 a.m. and end at 2.55 p.m. All students who are placed in our Reflections room will complete reflective activities to improve their behaviour (subject work and literacy or numeracy teaching). They will bring a packed lunch and will work in silence, unless they are completing a one-to-one or group activity.

Alternatively, students may be placed in our relocations room for shorter periods of time.

If students do not follow our rules, they will either repeat this sanction or be sent to a reciprocal school. Students will not return to mainstream learning until they show that they have reflected on their behaviour, and their readiness to learn is appropriate to maintain high standards in the academy.

Students may be put into our Reflections room for the following reasons, but this list is not exhaustive, and may also warrant a more serious sanction:

- Removal from a lesson
- Swearing at staff or rudeness to staff
- Verbal abuse to peers
- Verbal abuse to staff
- Physical abuse to peers
- Physical abuse to staff
- Unsafe/inappropriate behaviour between lessons, break or lunch time that causes a concern for the safety or wellbeing of others
- Vandalism
- Truancy
- Theft

Persistent failure to follow instructions will result in isolation at another educational establishment in Havering, or a fixed-term suspension.

Fixed-term Suspension

If a student's behaviour persistently shows a disregard for the academy rules and values, the Principal may decide to direct the student to learn off-site for a fixed period of time. In this event, the student will be expected to attend a reintegration meeting when they return to the academy to reset expectations and discuss boundaries for their behaviour for learning.

If a student's behaviour is such that it puts themselves, or others, at risk, then a fixed-term suspension will be enforced. The Principal can consider the behaviour of students outside the academy as grounds for exclusion at any time.

Parents will be contacted each time an isolation sanction is actioned. If deemed appropriate, a referral form will be sent to the local authority for additional behavioural support.

Permanent Exclusion

The Principal can permanently exclude any student if they feel that academy rules have been seriously breached, or that a student is at risk of serious harm to themselves or others. When establishing the facts in relation to an exclusion decision, the Principal must, in accordance with DFE Guidance, apply the civil standard of proof, 'on the balance of probabilities', i.e. it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Summary of interventions. *This is for guidance and is not an explicit list that is followed in every situation.*

Restorative conversations, parental involvement, detentions, reflections room, class teacher/form tutor/HOD/HOY support

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Reports cards set for fixed periods of time and reviewed

Pastoral Support Plan for failed reports, to remove barriers to learning. This may include using programmes from the local authority, academy-based interventions and/or using our Reflections room for a fixed period of time.

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Reciprocal school placement – for severe breaches of academy rules or persistent disruptive behaviour.

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Fixed-term suspension- for severe breach of academy rules or repeated, persistent disruptive behaviour.

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Off-site direction/alternative provision or permanent exclusion

Mobile Phones and Social Media

At Bower Park Academy, mobile phones are not permitted to be used, and the use of defamatory or intimidating messages and images sent inside or outside the academy will not be tolerated. Should any media be used by students in order to bully or embarrass fellow students or members of staff, sanctions will be applied and the police may be informed.

We will follow the academy's safeguarding policy to prevent abuse and protect all parties at risk.

The academy has recently enhanced its digital monitoring systems by investing in Smoothwall, a firewall that provides premium online safeguarding support. Smoothwall alerts senior members of the Safeguarding Team to inappropriate academy internet/ICT network and equipment usage. If students try to access inappropriate material online, parents/carers will be informed, and your child will receive a sanction in line with our behaviour policy.

Searching Students

Staff members may search students, once consent is given. Staff members may ask any student to turn out their pockets, possessions or lockers. Searches will be conducted by the Principal, or a member of staff authorised by the Principal; the member of staff conducting the search must be the same-sex as the student, with another same-sex staff member present (where possible) as a witness, unless there is a risk that serious harm will be caused to a person if the search is not undertaken immediately and where it is not practicable to summon another member of staff. Staff members may require a student to remove outer clothing, including hats, boots/shoes, coats and scarves. Students will be informed of the reason for the search, and be given an opportunity to ask questions.

Our prohibited list of items is:

- knives and weapons
- alcohol
- tobacco and vapes
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of, any person (including the student).

Confiscated items

A staff member carrying out a search can confiscate anything they have reasonable grounds for suspecting is a prohibited item. This includes "legal highs" and other potentially harmful materials which cannot immediately be identified. If necessary, the police will be called. All items that have been confiscated will be placed in the academy's safe and logged in the confiscation book.

Controlled Substances

Bower Park Academy has a zero-tolerance policy on drugs. Any incidents involving drugs will be reported to the police.

Bullying Incidents

Bower Park Academy is an inclusive setting and takes pride in learners feeling safe and happy in their learning environment. We aim to prevent bullying from happening between students who are a part of our organisation by:

- making sure bullying is stopped as soon as possible when it does happen, and that those involved receive the support they need, including restorative justice meetings
- having a clear system of procedures to follow for all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.
- educating students about equality, diversity and kindness
- having an anonymous email platform for students to share concerns: bpa-kindess@elatschools.co.uk

We have a clear procedure for students to report any perceived bullying incidents or aggressive/threatening behaviour towards them. Students can speak to any member of teaching or pastoral staff, who will pass the concern on to an SGM. All incidents of bullying will be recorded by staff, and records will be held centrally. The SGM will keep a check on the student and ensure that everyone is kept informed, including parents/carers/appropriate authorities. The process of consequences is designed to help the bullying student(s) recognise and change their behaviour and to support the targeted student(s). For more information, please refer to our Trust Anti-Bullying Policy:

ELAT-Policy-Anti-Bullying.pdf (elatschools.co.uk)

Racist Incidents

The academy does not tolerate discrimination of any sort, including racist behaviour, and all incidents will be formally reported under the academy's duty of care and dealt with swiftly. All racist incidents will be logged, in line with our safeguarding policy and guidelines.

Sexual Incidents

The academy has a statutory responsibility to follow child protection/safeguarding procedures. Any sexually inappropriate behaviour, including homophobia and harassment, will be swiftly dealt with and formally reported to the Designated Child Protection Officer for further investigation.

Sanctions for Extreme Behaviours

These will include suspensions or attendance at a reciprocal school. If the reciprocal school fails, or if the behaviour is deemed a high concern, the student will be issued with an off-site direction by the Principal. They will receive a support package to correct their behaviour, which may include a five-day programme run by the local authority, in-school behaviour mentoring or counselling or an in-school behaviour intervention. A key worker may be assigned, or the student may be referred to an external bespoke programme, such as Wize Up, Go Girls or Goodfellas, relevant to the student's needs.

For students with special educational needs or disabilities, looked-after children or students on child protection plans, there will be a discussion between the relevant professionals about the nature/length of consequence, and reasonable adjustments may be made.

Other Policies

This policy is a local variation to the ELAT Behaviour and Attendance Policy and the ELAT Anti-Bullying Policy. It is complementary to that policy, and should be read in that context.
These policies can be found at:

ELAT-Policy-Behaviour-and-Attendance.pdf (elatschools.co.uk)

ELAT-Policy-Anti-Bullying.pdf (elatschools.co.uk)

The Trust's Safeguarding Policy can also be found here:

Model Child Protection Policy (elatschools.co.uk)

Appendix 1: BPA Student Code of Conduct – September 2024

Travelling to and from school

As a student at Bower Park Academy:

- I will arrive at school on time, by 8.25 a.m., with the correct books and equipment for the day, including a reading book, drinking water and my PE kit when needed
- I will enter the school building in a calm and respectful way
- I will not congregate in groups with others before or after school
- I understand that school attendance is compulsory, and I will strive for 100% attendance
- I understand that excellent punctuality to school and to lessons is expected
- I understand that getting up late will not be an authorised absence

Rule One: Be ready School Uniform and Equipment

As a student at Bower Park Academy:

- I will wear correct school uniform, as outlined in the school's Uniform Policy
- I will wear appropriate footwear. I will speak to my form tutor or Support and Guidance Manager if I experience any difficulties with this
- I will turn my phone off and put it away before I enter school, and I will not get it out until I leave the school site and pass the gates at the end of the day
- I understand that I may not be allowed to go to lessons if I am wearing incorrect uniform
- I will get to lessons on time and strive for 100% attendance

Rule Two: Be responsible Behaviour for Learning

As a student at Bower Park Academy:

- I will be motivated to learn, and will respect the learning of others
- I will speak to my peers with kindness, respect and decency, so everyone feels safe at school
- I will respect my property and the property of others
- I will complete my homework and hand it in on time

Rule Three: Be respectful The School Site and Property

- As a student at Bower Park Academy: I will follow instructions from all adults, first time, every time
- I will treat every adult in a respectful and dignified manner
- I will be responsible for the school community by putting my litter in the bin, treating equipment with respect and not chewing gum
- I will remain in my assigned year group area at breaktime and lunchtime
- In lessons, I will follow the rules of my teacher and sit where I am asked to
- I will only make use of the toilets designated for my use by staff, and know that I am expected to visit the toilet at break and lunch times only, unless I have a toilet pass
- I will keep left on two-way corridors and be sensible entering and leaving buildings
- I will adhere to instructions on posters displayed around the school
- I will continue to meet the expectations and school rules that have been explained to me

Health and Safety

As a student at Bower Park Academy:

- I will not harm, or threaten harm, to any student, staff member or member of our wider community, or act in an aggressive manner
- I will not use the internet or social mobile media to denigrate the school, staff or students
- I will behave appropriately and with respect when outside school premises, and understand that when my uniform is on, I am always representing the school
- I will not possess illegal drugs/objects or weapons
- I will not attempt to make physical contact with any person

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I confirm that I fully understand the above Code of Conduct, and will conform to the rules outlined. I also fully understand that in the event that I do not adhere to these expectations, I could be removed from the site and will only return to school at the Principal's discretion.

Name: Form:

Date: Signature: