

Behaviour – Operating Procedures

At the Priory Belvoir Academy our motto is 'Opportunity and Achievement for All'.

Our values are:

- **Physical**
- **Responsibility**
- **Inspiration**
- **Drive**
- **Engagement**

A Belvoir learner...

- participates fully in opportunities for **physical** and mental wellbeing.
- takes **responsibility** for their learning and leads by example
- is **inspiring** and creative
- **drives** themselves to be the best they can be at all times
- **engages** with all opportunities

At The Priory Belvoir Academy we want to encourage and foster positive attitudes in our students. Our behaviour ethos is underpinned by relational warmth, developing and securing effective relationships, respect for others. Positive behaviour and self discipline is rewarded and success is celebrated. Students are encouraged and coached to take responsibility for their behaviour if they do make mistakes. Good behaviour is not just something which occurs when others are watching and we want our students to have a strong sense of right and wrong. We have the highest expectations of staff and students in how they conduct themselves and we think it is important that staff are positive role models for students.

Our behaviour ethos is built around rewarding positive behaviour and celebrating success whilst encouraging students take responsibility for their behaviour if they do make mistakes.

In order to thrive and be resilient young people need to feel safe, engaged, supported and encouraged. They need authentic care in an environment where they are treated with unconditional positive regard so every day is a new day. At Belvoir we use de-escalation techniques to help support students and restorative practices to ensure positive relationships.

With young people a 'one system fits all' approach is not always going to be appropriate and at Belvoir we will work with young people to ensure that their needs are met and effective support is in place for the individual.

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Good behaviour management comes through positive relationships. At Belvoir, everyone has a role to play in managing behaviour and a consistent approach is key to establishing high expectations and maintaining excellent behaviour.

We teach positive behaviour for learning through:

- The Academy values
- Scripted conversations
- Restorative conversations
- Modelling positive behaviour on a daily basis
- Value led year group assemblies

Some of the strategies we use to establish readiness for learning and maintain a positive climate are:

- High staff visibility at changeover times
- Giving attention to positive behaviour, not negative
- Delivering high quality lessons
- Using non-verbal strategies such as making eye contact, standing next to a student's desk, opening a student's book, pointing to the page in the book
- Repeating instructions to get them started, asking the student next to them to help them get started, asking if they have what they need, praising the students who are engaged in learning
- Using a space within the classroom to allow a student to have "take up time"
- Being assertive - being assertive is being able to communicate your needs in a way that is:
Being in control / Being clear / Being decisive with clear conviction / Being direct / Being polite and fair

De-Escalation

De-escalation of inappropriate student behaviour by staff avoids low level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate, staff should get alongside the student and deliver a "script". Individual staff will create a script that they feel comfortable with. An example of this could be:

- 1) *I've noticed that* (you are not ready to learn), reference previous good behaviour
 - 2) *I need you to* (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)
 - 3) *I know you can do this/..you are better than this/* /thank you for listening
- This should be no more than a 30 second intervention. The shorter the intervention the less likely a member of staff is to "improvise".
Staff will then walk away and give students time to think and act positively.

Restorative Conversations

Where issues between staff and students were not resolved a restorative conversation needs to take place between the two parties.

This could be supported by another colleague or line manager. This should take the form of a coaching conversation for the student. It should take place at the earliest opportunity, before the two parties are scheduled to meet again. Restorative questions should be used to help shape the conversation:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected?
5. What do you need to do now?

Remember...

- In some cases the behaviour does not have to be dealt with immediately, e.g. if a student arrives late to lesson focus on getting them settled and then have the discussion with them at the end of the lesson privately (or at an appropriate point in the lesson)
- Praise in Public, Reprimand in Private (PIP & RIP)
- Do not get into an argument with a student – if a conversation is going nowhere then leave it and come back to it later (or call for support if necessary)
- We reprimand the behaviour, not the child
- We are the adults!

Standard Operating Procedures

At the Priory Belvoir Academy...

1. Students **line up outside the classroom in an orderly fashion** e.g. in a straight line.
2. **We 'meet and greet' at the door** – we welcome students into the room if they are calm and ready to learn; we oversee their calm entry into the room; we give students who are not yet ready to enter time to prepare themselves for the lesson.
3. We have an **immediate engagement task** which students can be getting on with as soon as they enter the room.
4. We **check uniform and dismiss students in an orderly fashion**, e.g. row by row or table by table.

Within the classroom

Behaviour Management Strategies

Drive by strategies – referral to SLANT – Sit Up, Listen, Answer Questions, No Talking and Track Speaker – staff refer to this consistently using the visual displays. Teacher position closer to student; quietly talk to them and explain what you want to see; use eye contact to refocus them; ask them to explain their work; positively correct & use of expected compliance (ref Bill Rodgers) **“thank you Jenny for not tapping your pen”**; SLANT everybody... **“EYES AND EARS THIS WAY”**. Use of clear and assertive executive command.

1st Warning

Student given **initial warning (verbally)** – you are explaining to the student that they have 1 x further opportunity to make the right choice.

2nd Final Warning

Reflection time – **student moves to a different seat or removed from room (max 5mins); logged on SIMS.**

3rd Removal

Removed to department buddy room, SLT office or Reset Room.

SLT detention issued. **Staff member to contact home.**

Follow up restorative conversation should occur between subject teacher and student (and another member of staff if necessary).

Then take further action if necessary – **call home; meeting with parents/carers; subject report or report card.**

Persistent with no improvement – involvement of HOY/Pastoral team involving parents/ carers and possibly supporting agencies with Pastoral Support Plan (PSP).

Students out of lessons

A student can be given time outside the room for the following reasons:

- Time out
- To allow a quiet conversation between a member of staff and a student if the student's behaviour is not meeting expectations

A student must not be out of the classroom for more than a few minutes. If they need further time out then the student should go to the Pastoral base. If they do not respond appropriately to a quiet conversation then on call should be used.

On Call

If 'On Call' is necessary – please send a student to Student Reception to request on call. The pastoral team will monitor which students have 'on call' used for them and respond appropriately.

1. Immediate removal of a student from a lesson for a serious misdemeanour.

There are occasions in which a student will engage in a serious misdemeanour (see page 12 example Medium & High level behaviours) in the classroom for which they should be removed from the classroom immediately.

The student will be removed to an SLT office. **Class Teacher needs to record on SIMS – 'Action' - 'Removed from Lesson' with narrative accurately recorded.** HoD/ HoY/ SLT to contact home.

The student will be placed 'Off Timetable'. A restorative conversation will then be held with the subject teacher and the student before they return to that teacher. In addition to being taken Off Timetable the department will follow up and take action with the student.

2. Removal for continued refusal to comply/ persistent disruption

If a student is refusing to engage & persistently disrupting the lesson (following warnings given) – send a student to reception to ask for On Call.

The student will be removed to department buddy room, an SLT office or Reset Room.

An SLT detention & Class Teacher detention issued by the Class Teacher and recorded on SIMS – 'Action' - 'Removed from Lesson' (Class Teacher enter on Detention Spreadsheet). Staff member to contact home.

A restorative conversation will then be held with the subject teacher and the student before they return to that teacher. The department will follow up and take action with the student.

Teachers who use the on call system should contact parents/carers to keep them informed of what has occurred. If necessary, speak with the pastoral team before making contact. Whilst a telephone conversation is preferable, some parents/carers are more easily contacted via email. It is always advised that emails or telephone calls are made when the member of staff is calm and has reflected upon the situation.

Basic expectations

Issue:	Response:	Person responsible:
Equipment	<p>Initial issue Discussion with student – using professional judgement, record on SIMS if necessary</p> <p>Persistent issue Ongoing equipment issue for a subject – Record on SIMS; subject detention; call home; subject report Ongoing issue with equipment in general – Pastoral intervention potential PP money to support or SEND support organisation.</p>	<p>Form Tutor Subject teacher</p> <p>Subject Teacher</p> <p>HOY/Pastoral team</p>
Uniform	<p>SLT Uniform Standards Gate each morning. Students taken to Uniform Cupboard (back of reception) Pastoral Manager to manage/ record SIMS.</p> <p>Skirts – must be at least as long as arms side of body, as a guide - unrolled. We are expecting DECENCY as a SAFEGUARDING measure. SLT detention if they do not adhere to this.</p> <p>Initial issue Discussion with student – they correct it</p> <p>Persistent issue If it is ongoing Form Tutor/ HoY to intervene – SLT lunch time detention; call home; record SIMS</p> <p>White socks – black socks in reception Trainers – replacement shoes in Uniform Cupboard Ties – 7 stripes NO FAT TIES – ensure student redo them Top button – must be fastened Blazer – must be worn unless staff member in lesson allows for them to be removed Hair – no extreme colours natural spectrum (students SLT detentions until they are removed). Shirts tucked in Nails – Acyclic nails – contact parents/ carers to arrange removal (students SLT detentions until they are removed). Meet & Greet and End & Send ensure uniform is consistent. Log on SIMS and issue SLT detentions for any offenders, refer to HoY/ Pastoral Team.</p>	All Staff
Homework	<p>Initial issue Student to be placed in subject detentions: record on SIMS</p> <p>Persistent issue</p>	<p>All staff</p> <p>Subject teacher/HOD</p>

	Ongoing issue with homework – subject report; communicate with parents/carers; record on SIMS	
Disrespectful attitude outside the classroom	<p>Initial issue Student spoken to by member of staff and given the opportunity to correct their behaviour – record on SIMS</p> <p>Persistent issue If the student does not engage or they repeat their behaviour – refer to HOY/pastoral team; record on SIMS</p>	<p>All staff</p> <p>HOY/Pastoral team</p>
Chewing gum	<p>Initial issue SLT detention issued for that day (next day if PM) – SLT detention</p>	All staff
Punctuality To the Academy	<p>Initial issue Break detention issued for that day – SLT detention</p>	Reception/SLT
Punctuality To lessons	<p>Initial issue Discussion with student. Student makes up double the number of minutes they were late with the subject teacher/HOD – subject detention. When taking the register mark the student a 'L'.</p> <p>Persistent issue Ongoing – call home; monitoring report; support from pastoral team – SLT/ afterschool detention to be utilised</p>	<p>All staff</p> <p>All staff</p>
Planner not signed	Student spoken to and reminded. If continues – FT to call home and speak to parents/carers.	FT
Mobile phones	<p>First occasion - Confiscated by member of staff and placed in Student Reception until the end of the day. Student Reception to log on SIMS.</p> <p>Second occasion – parents/carers are asked to collect the mobile phone.</p> <p>Further repeat – student have to hand the phone to reception at the beginning of each day – HoY to make arrangements</p> <p>NB – These incidents reset at the end of every full term</p>	All staff
Damage to Academy property	<p>Outside of lessons - refer to HOY/pastoral team</p> <p>In a lesson – referral to HOD.</p> <p>Community service to be used as a consequence.</p>	<p>HOY/Pastoral team</p> <p>All staff</p>
Physical incident	<p>Refer to HOY/pastoral team</p> <p>Off timetable; Internal Suspension; External Suspension</p>	All staff
Smoking/ Vaping	<p>Refer to HOY/pastoral team</p> <p>First Occasion: Afterschool detention (with learning effects smoking/ vaping task)</p> <p>Repeat: Internal suspension with an after school detention</p>	HOY/Pastoral team
Banned items	<p>Banned items will be dealt with in line with the Trust's Behaviour Policy.</p> <p>Off Timetable; Internal Suspension; External Suspension; Exclusion.</p>	HOY/Pastoral team/SLT

Detentions

Detentions must be meaningful. Putting a student in detention is not going to automatically change their behaviour. We are taking away their social time because they have acted in a way which is below our expectations. Therefore, part of the time the student spends in detention is time for conversations to be had with students about their behaviour and what we need to do in order to correct it.

Class Teacher/ Department detentions	Break	11.05am – 11.15am	Issued by subject teacher or HOD	<ul style="list-style-type: none"> Late to lesson
	Lunch	12.25pm – 12.50pm		<ul style="list-style-type: none"> Equipment (persistent) Homework Being removed from lesson Low level behaviour
SLT detentions	Break – WF9	11.05am – 11.20am	Issued by SLT (with HOY)	<ul style="list-style-type: none"> Arriving late to the Academy Chewing gum Uniform issue
	Lunch – WF9	12.25pm – 1.00pm		<ul style="list-style-type: none"> Behaviour resulting in 1 removal from a lesson
	After school - Beauty Room Mon/ Fri	3.05pm – 4.00pm		<ul style="list-style-type: none"> Missing a break or lunch time detention (without a satisfactory reason, e.g. absent due to illness) Accumulating of behaviour points in a week (3 or more) Behaviour which resulted in being removed from 2 or more lessons in a week Behaviour (if deemed appropriate by SLT)

Detentions

What happens if a student does not attend their detention?		
Subject detentions	Break	It becomes a lunch detention with class teacher
	Lunch (with class teacher)	It becomes x 2 lunch time detentions with HOD
	Lunch (with HOD)	It becomes an after school lunch detention
SLT	Break	It becomes a SLT lunchtime detention

	Lunch	It becomes an after-school detention
	After-school	It becomes a day off timetable

How will SLT detentions be communicated to students?

Students due to attend an SLT detention will be told via their Form Tutor through the morning briefing that they have a lunchtime detention that day, students will be given a detention slip. It is the student's responsibility to remember to attend.

If a student is late to the Academy then the member of SLT on duty will tell them that they have to attend the break detention that day. Again, it is the student's responsibility to remember to attend.

Period 3 teachers will be asked to remind students of their detention and, where possible, they are asked to walk with the student to the detention room at the start of lunch.

Arrangements for students to eat lunch

Students must have arrived at the detention by 12.25pm. Therefore, they do not have time for lunch before their detention.

At 12.50pm the students on detention will be taken to the dining hall and will be given time to eat their lunch and/or go to the bathroom before Period 4 commences. Those students with packed lunches will eat their lunch in the dining hall at 12.50pm.

Logging Behaviour on SIMS

Following an incident, staff MUST record the event and subsequent actions on SIMS. Start the description of the events with your initials and remember to record the 'Action Taken' underneath using the drop down box in Student Details and SAVE!

Any correspondence with parents/ carers need to be saved in SIMS Initiatives (behaviour tab).

Everything that is logged builds a picture over time which assists in parent meetings, referral for further interventions, multi-agency, PSP's etc so please ensure that you are logging consistently.

Monitoring behaviour

Each week the pastoral & SLT team will run a weekly report and will discuss any students who are causing concern. As a result of the behaviour report the pastoral team/SLT may do the following:

- Place a student in a lunch detention.
- The student's Form Tutor will monitor the student's behaviour each day. Any recorded incidents will result in further action taken by the Form Tutor. The Form Tutor will also communicate this with home.
- Invite parents/carers into school for a meeting with FT/HOY/SLT.
- Invite parents/carers into school to meet with SLT/HOY to start a report and a Pastoral Support Plan (PSP) with potential for agency support.

Reports

We place a student on report because their behaviour is causing significant concern. The purpose of the report is for staff, parents/carers and even the student to be able to see lesson by lesson what their behaviour is like.

When a student goes on report at least one SMART target will be set. Staff complete the report and comment on whether or not the student has met the target(s).

As with detentions, being on report alone will not change a student's behaviour. But, through discussion with the student, staff and parents/carers the following should be identified:

- What are we worried about?
- What is going well?
- What needs to happen to help bring about positive change?

This discussion will help to identify any support needed and also what target(s) should be set.

Ultimately the outcome we want to see is improved behaviour – this will see them removed from the report. Whilst the student is on report:

- If they are given a 3 from a teacher then they will receive a lunch detention.
- If they are given a 4 from a teacher then they will be removed from timetable.

Ideally a student should be on report for a minimum of two weeks in order for progress to be made and, hopefully, a positive difference in their behaviour. However, if a positive difference is not seen then the Academy will need to consider further action, e.g. a referral to the Melton Behaviour Partnership. As part of the support offered, if a student is placed on Level 2 or 3 report then the Academy will consider a PSP (Pastoral Support Plan).

Level 1 - Tutor Report

Level 2 - HoY Report

Level 3 - SLT Report

Guidance for Pastoral Staff

Less than 2 incidents in a week a student may come off report

2-4 Incidents students may remain on the same report card, for at least another week

5 or more incidents students may escalate on to the level

Pastoral Support Plan (PSP) may be initiated following 25 Behaviour Points being accrued (within a module)

Outside Agency Support/ Alternative Provisions

Communication with parents/carers

It is vital that we maintain good levels of communication with parents/carers. There should be no surprises!

Hot Spots

Staff are to communicate with the Pastoral Team (JML) to request for their classes to be added to the 'Hot Spot' On Call SLT lesson support for behaviour. SLT will act as a supportive ally to work with the member of staff to support with behaviour. Staff are encouraged to be proactive with these requests.

SEND Reasonable Adjustments

As with all teaching and learning behaviour curriculum doesn't take a one-size-fits-all approach.

Adjust routines where appropriate and reasonable, and make sure this is done proactively. For example, a pupil who has recently experienced a bereavement may need to be excused from a routine to give them time and space away from their peers.

You'll likely also need to proactively adapt routines to meet the needs of pupils with special educational needs and/or disabilities (SEND) that can affect their behaviour.

Anticipate likely triggers for misbehaviour and put in place preventative support

This will help to make sure we're meeting your legal duties, as outlined in the Equality Act 2010 and the SEND Code of Practice when enforcing behaviour standards for pupils with SEND.

For example, you might:

- Put in place short, planned movement breaks for a pupil
- Adjust seating plans to move a pupil closer to the teacher
- Adjust uniform requirements for a pupil with sensory issues
- Train staff to understand specific conditions such as autism

Please follow Provision Mapping and updates communicated from the SEND department



Achievement (Points next to each statement)

Good Progress - 1

Excellent Progress - 3

Outstanding Progress - 5

Good contribution to school life - 1

Excellent contribution to school life -3

Outstanding contribution to school life - 5

Good effort in class - 1

Excellent effort in class - 3

Outstanding effort in class - 5

Good homework - 1

Excellent homework - 3

Outstanding homework - 5

Kindness to others - 1

Positive role model - 1

Extra-Curricular participation -1

Positive representation of the school -1

Independent work - 1

Supporting others - 1

Supporting staff – 1

Award Tariffs

Years 7-9

Bronze 50
Silver 100
Gold 150
Platinum 200

Years 10-11

Bronze 30
Silver 60
Gold 90
Platinum 120

Behaviours

Low

Chewing gum - 1
Lack of effort - 1
Low level disruption - 1
Lack of equipment - 1
Failure to complete homework - 1
Littering - 1
Lateness - 1
Play fighting - 1
Confiscation - 1
Poor manners - 1
Uniform/ Jewellery - 1
Unkindness – 1
Poor presentation of work – 1

Medium

Damage to property - 3
Smoking/ Vaping - 3
Truancy - 3
Missed detention -3
Insolence/ defiance -3
Verbal abuse -3
Misuse social media -3
Bus incident - 3

High

Fighting - 5
Discrimination - 5
Assault -5
Theft -5

Bullying -5
Illicit Substance -5
Fire Alarm -5
Bringing academy disrepute -5
Banned item in school -5

Potential Consequences

Discussion with student
Community service
Class Teacher detention
Middle Leader detention
Removed from Lesson
Afterschool detention
Off Timetable
Internal Suspension
Fixed term Suspension
Alternative Provision
Permanent Exclusion

A template email to send home:

Dear Mr and Mrs X

In <subject> today I had to have <student name> removed from my classroom. The reason for this was...

As a result of being taken out of the classroom, <student name> was removed from timetable. As a department we will also be issuing him/her with...

I am really disappointed that <student name> chose to behave in this way and I, along with the Head of Department, will sit and speak with them before they return to my classroom.

Yours sincerely
<Teacher name>