



**ASPIRATIONS**

# **Banbury Aspirations Campus BEHAVIOUR REGULATION POLICY**



**Wykham Park  
Academy  
Banbury**



**FUTURES INSTITUTE  
BANBURY**

<b>Date of last review</b>	September 2019	<b>Review period</b>	1 Year
<b>Date of next review</b>	September 2020	<b>Owner</b>	Banbury Aspirations Campus
<b>Type of policy</b>	Statutory	<b>LAB or Board approval</b>	LAB

# Behaviour regulation policy

Co-ordinator: Ms Justine Williams – Senior Assistant Principal  
Start date: September 2019  
Review date: September 2020

## Ethos

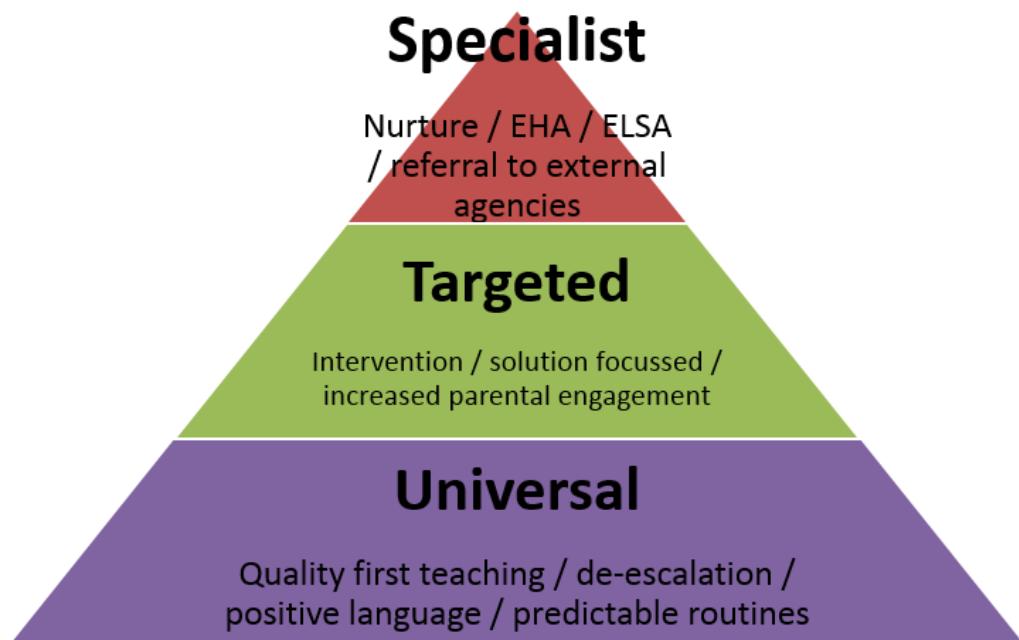
On the Banbury Aspirations Campus we believe that it is only human to make mistakes and that growing up is a journey where an individual learns the norms and expectations of their school community and their society as a whole. Mistakes are an inevitable part of that learning process.

This policy is built on the premise that human beings respond more positively to reward than to punishment. However, we acknowledge that when mistakes are repeated, or severe, and result in a disruption to learning or a breach of Health and Safety, the individual(s) who made the wrong choices should be dealt with appropriately using a consequence relevant to the misdemeanour.

We also believe that although behaviourist approaches can work for the majority of students, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For students who have experienced trauma and loss, including vulnerable groups such as children in care (CiC), children at the edge of the care system, and children previously in care (PiC), behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

The diagram below shows that we will have a graduated response to students. The majority of students will be able to self-regulate their behaviours within the framework of expectations that we all work to. Some will require more targeted responses, whilst a small minority will need very specialist work, often provided by external agencies. Students may move up and down this pyramid depending on what is happening in their lives both inside and outside school

## Graduated response



## **Key premises of our approach**

Being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity).

### **Behaviour is a form of communication**

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

### **Taking a non-judgmental, curious and empathic attitude towards behaviour**

We encourage all staff to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Students with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

### **Putting relationships first**

Our campus ethos promotes strong relationships between staff, students and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

### **Maintaining clear boundaries and expectations around behaviour**

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help students feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce ‘sanctions’ that can shame and ostracise students from their peers, school community and family, leading to potentially more negative behaviour.

### **Not all behaviours are a matter of ‘choice’**

Not all factors linked to the behaviour of students are within their control. Therefore, the language of choice (e.g. ‘good choice/bad choice’) is not always helpful.

### **Behaviour must always be viewed systemically**

These behaviours occur within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).

### **Encouraging parental engagement**

Parental involvement is absolutely crucial when addressing and planning support for student’s SEMH

## Objectives

- To foster a deeply embedded culture in which praise and rewards are used widely across the campus
- To recognise and reward positive behaviour and endeavour that supports learning both in and out of school
- To provide a clear system of rewards and consequences that is valued by all members of the campus community
- To encourage and educate students to understand and accept that they are responsible, and accountable, for their own behaviours
- To ensure that learning can occur in a calm and purposeful environment where students feel safe
- To ensure that appropriate rewards and consequences are applied consistently and that systems are adhered to by all adults so that expectations are clear to all students
- To involve parents and carers in supporting their child(ren) to make the appropriate choices and take responsibility for their actions

## Guidelines

- The language we use with students when discussing behaviour that does not meet our campus expectations must indicate to them that we have unconditional respect for them
- Positive behaviour should always be recognised and rewarded both privately and publicly
- Behaviours which disrupt the learning of others, or places others at risk of harm, is always unacceptable and must be challenged in an appropriate manner
- All adults on the campus are responsible for helping students to understand our expectations in terms of their behaviour by modelling positive and respectful behaviours themselves at all times
- Students and their parents/carers must understand that all students have the right to learn in a calm and safe environment

## Mobile phones

- Whilst we recognise that we live in a technological age which brings a host of educational opportunities, we are also aware that many students are essentially addicted to social media platforms and the need for instant communication and that this can bring a set of challenges during the school day which interfere with learning
- We understand that many parents will want their children to bring a mobile phone to school. However, we do not expect to hear or see any mobile phones during the school day anywhere on the premises.

- If there is an emergency and a parent needs to contact their child at any point from 8.40 – 3.05 we ask that they call the academy reception and we will get the message delivered.
- We will confiscate any phone (or headphones etc) that we see or hear on the school site and require parents to come and collect the equipment either between 3.30 and 4.00 that day or 8.00 and 8.30 the following day.

**Appendix 1** Flow chart of what to do in a lesson if inappropriate behaviour occurs in a lesson

**Appendix 2** Rewards and consequences system

**Appendix 3** Flow chart for I.E.

**Appendix 4** Report cards

**Appendix 5** IE and external exclusion checklist

**Appendix 6** Exclusion flowchart

**Appendix 7** Inclusion support plan

**Appendix 8** Managing behaviour during unstructured times of the day

## Appendix 1 – this must be displayed in all classrooms

### Recorded on SIMS

#### Acknowledge the behaviour

De-escalate behaviours:

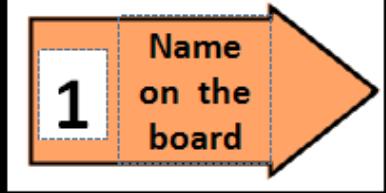
- Non-verbal acknowledgement
- Positive, calm verbal re-direction

#### Initial disruptive behaviour

Any behaviours which impact upon the smooth flow of the lesson. For example:

- Talking out of turn
- Out of seat
- Off task
- Chewing

#### Consequence:



#### Persistent disruptive behaviour

- Continued repetition of previous behaviours
- A further behaviour which impacts on learning of others

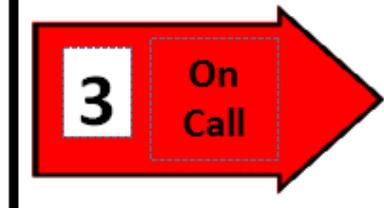
#### Consequence:



#### Serious disruptive behaviour

- Refusal to be parked
  - Intentional swearing
  - Any behaviour which compromises safety or is anti-social either in lessons or in unstructured times
- For example:
- = Smoking
  - = Being out of bounds
  - = Inappropriate physical contact with others

#### Consequence:



On call = IE (or FTE) = 4.00 p.m. finish = meeting with parents

## Appendix 2      Rewards and Consequences

We operate a very clear set of rewards and consequences which give pupils the opportunity to gain positive achievement points or amend their behaviour before they are removed from their learning.

Positive behaviours	Rewards
<p>You:</p> <p>Show great effort in your work; Show resilience in your learning; Go out of your way to help others Meet/exceed progress targets at an Assessment Point</p> <p>Hero of the week (1 person per class per week)</p> <p>You contribute to wider school life, e.g. participate in the choir, a school sports team or help at an event</p> <p>You have the correct uniform and equipment for the whole week and are punctual to every lesson</p> <p>You meet all of our behaviour expectations all week (nothing negative logged on SIMS)</p> <p>You have 100% attendance</p>	<p>Achievement point awarded by:</p> <p>Class teacher Class teacher Class teacher Class teacher</p> <p>Class teacher</p> <p>Manager of the team, choir master etc</p> <p>Logged by IE co-ordinator on a Friday afternoon after lunch</p> <p>Logged by IE co-ordinator on a Friday afternoon after lunch</p> <p>Logged by attendance co-ordinator on a Friday afternoon after lunch</p>
You get 25 <u>net</u> achievement points logged in a term ( <b>Apprentice</b> )	<b>Virtual Postcard</b> home from your <b>Mentor</b>
You get 50 <u>net</u> achievements points in a term ( <b>Pioneer</b> )	<b>Virtual Postcard</b> home from your <b>Head of College</b>
You get 75 <u>net</u> achievement points in a term ( <b>Graduate</b> )	Afternoon tea with the <b>Principal</b>
You get 100 <u>net</u> achievement points in a term ( <b>Master</b> )	You are invited to LAB to be congratulated by <b>Governors</b> Letter of commendation from the <b>Principal</b> .
At the end of the academic year the top 5 students in each college with the highest net achievement points will have their positive contribution to the academy celebrated	Organised by the SLT

We have high standards when it comes to punctuality, uniform, equipment and home learning.

- Uniform discrepancies are logged on SIMS during mentor time by the mentor as a behaviour issue and shown on the register as a **K** during every lesson if it is still an issue.
- Failure to bring the appropriate equipment for a lesson will be logged by the class teacher as a K. In the comments box the item(s) missing will be noted
- Poor punctuality must be recorded on SIMS as an **L** and the number of minutes late also noted
- K or L codes will result in the student being kept after school for 10 minutes by the teacher they have Period 5.
- Failure to complete home learning will be recorded on SIMS and a **phone call** made by the class teacher to parents/carers.

<b>Behaviours leading to parking</b>	<b>Consequences</b>	<b>By whom</b>
You are parked in a lesson	Phone call home	Class teacher
You are parked twice in one subject over a four lesson period of time	Phone call home. Logged on SIMS <b>Subject report for 4 lessons</b>	Class teacher
You are being parked in more than one subject area	Phone call home Letter home and in school file Logged on SIMS Report to <b>Mentor for 1 week (Green report)</b>	Mentor
Mentor report not met (5 targets not met in a week or report lost)	Phone call home Letter home and in school file Logged on SIMS Report to <b>Behaviour coordinator for 2 weeks (Orange report)</b>	Behaviour co-ordinator
Behaviour Coordinator report not met (5 targets not met in a week or report lost)	Phone call home and meeting with parents Letter home and in school file Logged on SIMS Report to <b>Head of College for 3 weeks (Red report)</b>	Head of College
Head of College report not met (5 targets not met in a week or report lost)	Phone call home and you will placed in IE as per the stage you have reached Inclusion Support Plan completed after first visit to IE	Head of College

**5 minutes after school for every target not met**

<b>Behaviours leading to exclusions</b>	<b>Consequence</b>	<b>By whom</b>
You are found out of bounds / truanting	I.E. and held until 4 p.m. for the first incident Further incidents will then follow the incremental I.E. consequence <a href="#">Attendance report for truanting</a>	Head of College  Attendance co-ordinator
You are caught smoking on school site	<b>Referral to school nurse</b> I.E. and held until 4 p.m. for the first incident Further incidents will then follow the incremental I.E. consequence	Head of College
You are racist or homophobic or make inappropriate comments to someone with protected characteristics	<b>Your name will be referred to Oxfordshire Local Authority.</b> I.E. or FTE or Permanent exclusion depending on the nature of the incident	EKI  STH / JHE / JWI
You bully someone	<b>Potential referral to police</b> I.E. or FTE or Permanent exclusion depending on the nature of the incident	STH / JHE / JWI
You physically assault another member of the school community (this includes incidents of "play fighting")	<b>Potential referral to police</b> I.E. or FTE or Permanent exclusion depending on the nature of the incident	STH / JHE / JWI
You display sexually inappropriate behaviour towards another member of the school community	<b>Referral to the MASH team</b> I.E. or FTE or Permanent exclusion depending on the nature of the incident	EKI  STH / JHE / JWI
You use/or are under the influence of drugs or alcohol whilst on the school site	<b>Referral to police</b> I.E. or FTE or Permanent exclusion depending on the nature of the incident	STH / JHE / JWI
You supply or are caught with drugs on, or in the vicinity, of the school site	<b>Referral to police</b> <b>This will lead to a permanent exclusion</b>	STH / JWI
You bring a weapon(s) on to, or in the vicinity of the school site	<b>Referral to police</b> <b>This will lead to a permanent exclusion</b>	STH / JWI

# Internal exclusions and fixed term exclusions

It is important that we reduce FTE without

- a) Compromising our crackdown on poor learning behaviours
- b) Undermining staff
- c) Making the system too complex administratively

## **Internal exclusion**

This will increase incrementally

**1 day Inclusion Support Plan completed**

**2 day (work with Ebony A prior to reintegration back to lessons)**

**3 day (a referral to Mrs Daisley for Boxall profile completion)**

**4 day Inclusion Support Plan reviewed**

This gives students a maximum of 10 days in IE until they are FTE

Following a stint of 4 days in IE the student will move on to FTE tariff.

## **Fixed Term Exclusion**

In this instance the decision on the number of days will be made by either JWI, JHE or STH. It will not necessarily increase incrementally as before but be based on the nature of the behaviour exhibited and the circumstances of the student (e.g. SEND, LAC etc)

All evidence will be used to come to the decision which will be provided by the Head of College  
The student will be held in IE whilst an investigation is taking place and decision pending. (This could take the duration of a school day but should not take longer than)

The days will be cumulative over the whole year and not reset at the end of a term

**After 1 incident of FTE** the student will be seen by their **Head of College, Inclusion Support Plan completed using the completed Boxall profile** as guidance

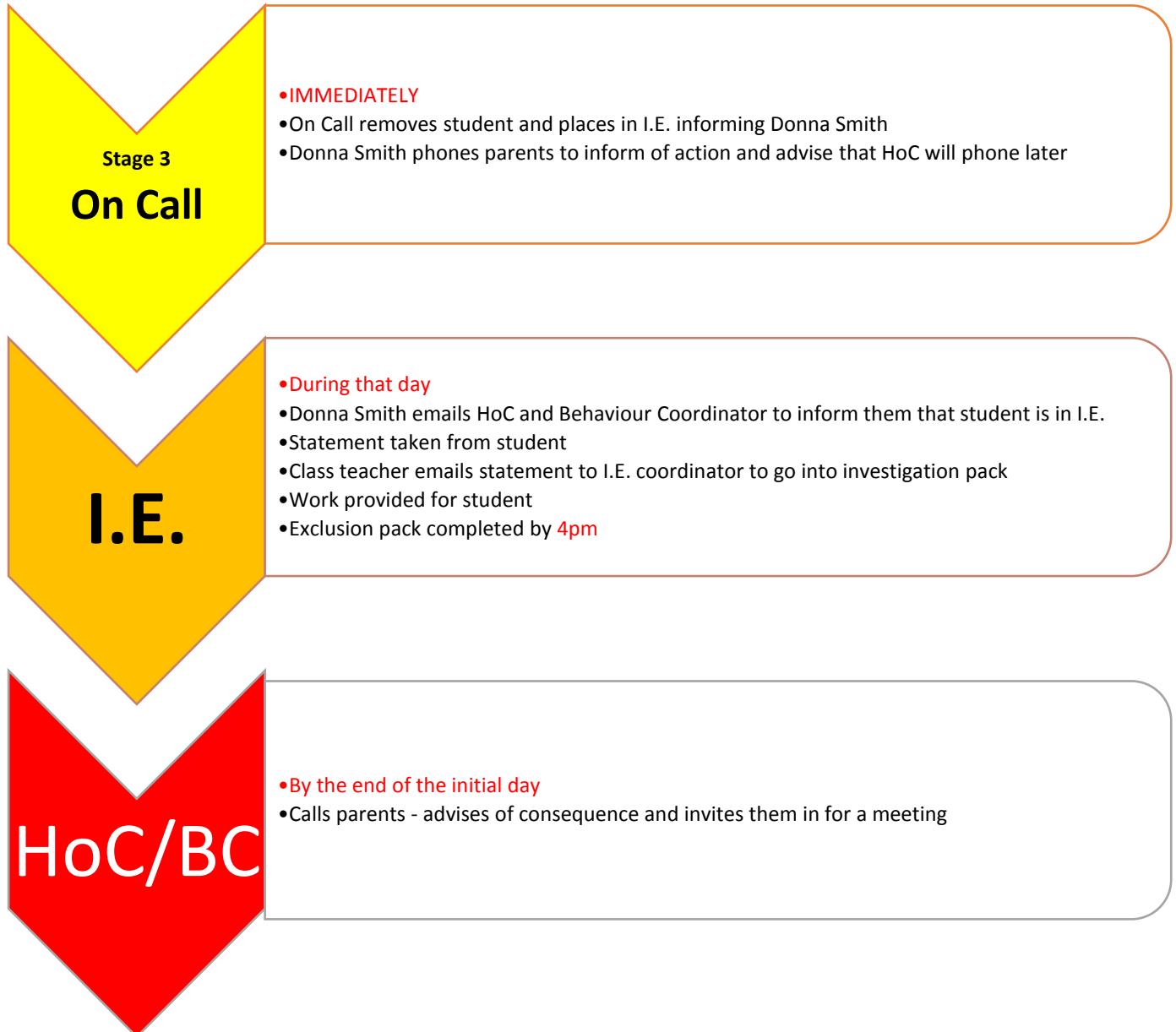
**After 2 incidents of FTE** the student will be seen by their **Head of College and a panel from School Council** (and a referral to Mrs King for a discussion on appropriate support pathways)

**After 3 incidents** of FTE the student and their parents will be seen by **JWI and the Head of College**

**After 4 incidents** of FTE the student and their parents will be seen by **JHE, the Head of College and a representative from the Local Advisory Board to sign a behaviour contract**

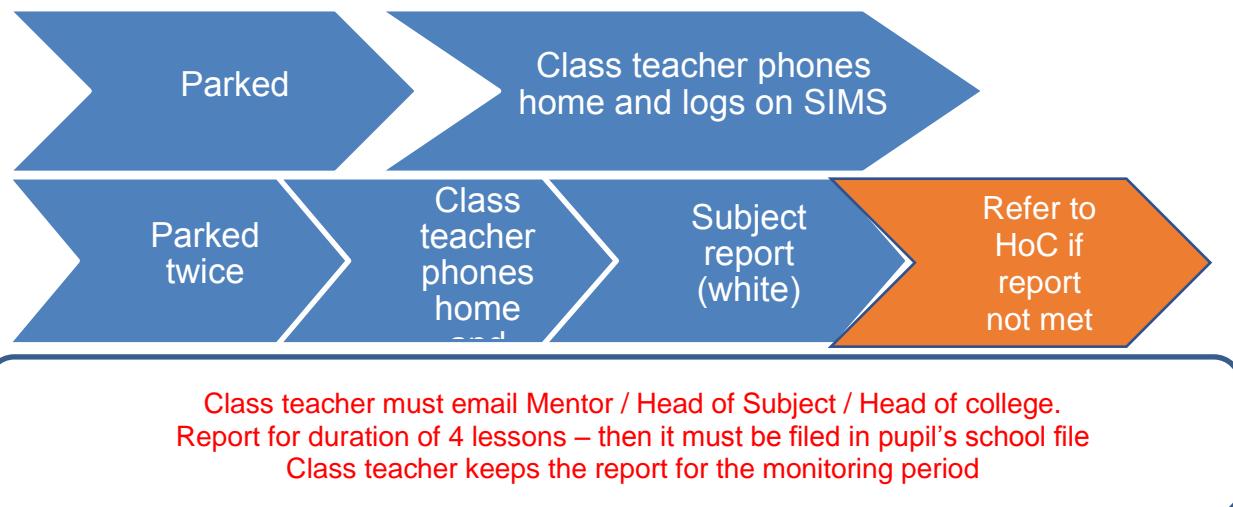
**After 5 incidents** of FTE the student and their parents will be seen by the **Principal** to advise that the next serious incident may lead to permanent exclusion

## Appendix 3 Flow chart for I.E.

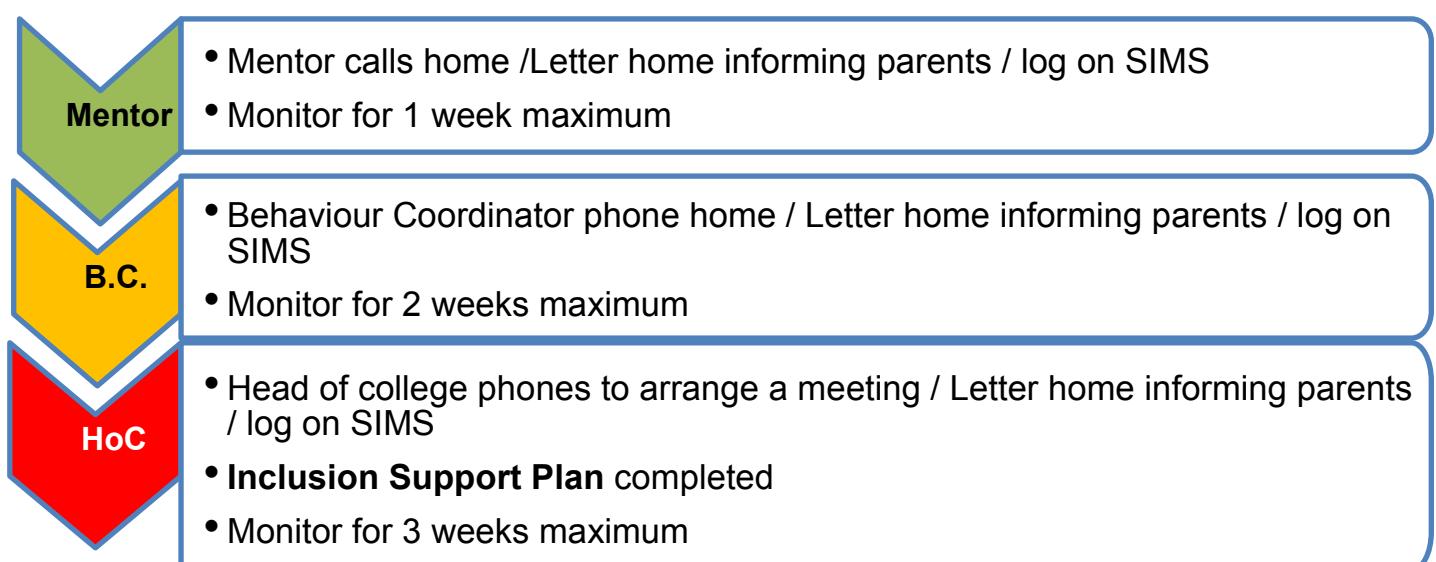
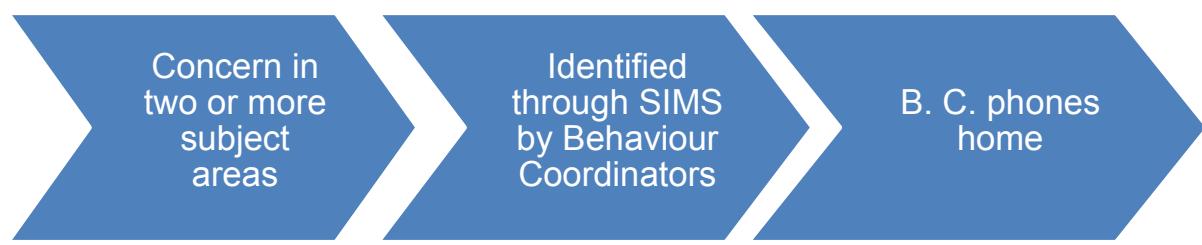


## Appendix 4 Report cards

### Academic Report



### Pastoral Report



5 minutes after school for every target not met with BC or HoC

5 not mets in a week then move to next level of report

5 not met for HOC report = IE / FTE

A successfully completed report means that pupils start afresh (do not work backwards down the report system)

## Appendix 5

### Internal / External Exclusion Checklist

<b>Overview of exclusion</b>		
Name of student:	Year / College	Form:
Fixed Term / Internal Exclusion length suggested (Should be incremental – 1 to 4 days internal before external exclusion considered, with the exception of extreme behaviours)		
Details of reintegration meeting, (date, time, venue and staff involved):		
<b>Action</b>	<b>Please tick</b>	
Incident is recorded on SIMS		
Statements collected from all students involved and included as part of this pack. (HoC/On Call / I.E. Coordinator)		
Statements collected from all staff involved and included in this pack. (HoC/ On Call / I.E. Coordinator)		
Discussion between Head of College, Assistant Principal Student Support/ Principal about the incident and tariff set. (HoC)		
Any specific reintegration requirements have been discussed between HoC/ Assistant Principal / Principal.		
Assistant Principal has checked the paperwork including dates, names and the reason for the exclusion as soon as possible after the incident and decision made. (JWi)		
Information email has been sent to all staff (I.E. Coordinator)		
Parents spoken to (Donna Smith) and informed of decision (HoC/BC)		
Signed Head of College:	Date:	
Signed Assistant Principal Student Support / Principal	Date:	
<b>Decision taken</b>		

## **Appendix 6 Inclusion support plan**

<b>Student:</b>	
Date of ISP meeting:	Attending:

**Attach updated Pupil Profile with strengths, strategies and outcomes**

**Support Plan meeting identified:**

Current behaviour causing concern:

Possible triggers:

Possible strategies:

**Actions identified from Inclusion Support Plan meeting:**

What	Who/How	When

**Include Support Arrangements from Outside Agencies**

**Arrangements for Review**

Frequency of Review:	
Person Responsible:	
Date for Final Review:	

<b>Any other information:</b>
<b>Signed:</b> _____ <b>Date:</b> _____

**Copies to all adults working with child**

## **Inclusion Support Plan Review**

### Notes from meeting

**Areas of success**

**Areas of concern**

**Actions**

**Notes written by:**

**Date of next review meeting:**

## **Appendix 7**

# **Managing behaviour during unstructured times of the day**

### **Movement between lessons**

Banbury Campus is a large and sprawling site and students will often need to move outside as they travel from lesson to lesson.

Whilst inside any building on the campus students should:

- Walk on the left-hand side of the corridors/stairs
- Keep noise levels down to a normal speaking voice (inside voices)
- Move to their next lesson immediately, rather than waiting for friends outside other classrooms thus making the corridors congested

Teachers should:

- Be at their doors to welcome a class (or arrange with a colleague to take the class in if they know they will be late coming from another part of the campus)
- Take the class into the room immediately if in Stanbridge or the science block
- Have a Recap to Retain activity ready for the class as it arrives. This activity will be done in complete silence which will also allow for the register to be taken efficiently.
- Dismiss a class from the door in a way that ensures that the exit is controlled

Middle and senior leaders should:

- Be out on the corridors at the change of lessons to ensure that behaviour in corridors is appropriate
- Let classes in for staff who they know are likely to be late arriving due to moving from another part of the campus.

The buttery is out of bounds for anyone from Y7-11 during lesson change overs unless the students have a lesson timetabled in the library. The only members of the school community who are permitted to be in the sixth form corridor are staff or sixth form students.

## **Breaktime and lunchtime**

Students should:

- Remain in areas of the campus that are supervised by duty staff.
- Use the numerous litter bins we have around the site
- Only play football in designated areas; e.g. the field (when open) or the astro turf

No students should be anywhere in the carpark

Teachers should:

- Make sure that they get to their duty location as quickly as possible at breaktime
- Arrange a swap with a colleague if they know they are going to be absent for the day
- Ensure students move to lessons as soon as the warning bell sounds

Middle and senior leaders should:

Ensure that, if they are not teaching directly after break or lunchtime, that they help to sweep the plaza and corridors