Promoting Positive Behaviour 2020
(Exclusions and use of reasonable force)
To be reviewed January 2021

1. **Rationale and Aim**

   All teachers have the right to teach and all pupils have the right to learn in a mutually respectful environment.

   Robert Bloomfield Academy (RBA) aims:
   - To provide a safe, welcoming, friendly and caring environment where individuals are valued for their own unique contribution and personality.
   - To promote skills of self-confidence, self-discipline, self-motivation and self-awareness.
   - To foster social skills, such as positive attitudes and considerate behaviour towards others.
   - To develop mutual respect for adults and children alike, where all feel able to speak openly and honestly about their feelings and concerns with due regard to others.
   - The staff and governors of RBA recognise the need to ensure a positive atmosphere based on a sense of community and shared values.

2. **Legislation and statutory requirements**

   This policy is based on advice from the Department for Education (DfE) on:
   - Behaviour and discipline in schools 2017
   - Searching, screening and confiscation at school
   - The Equality Act 2010
   - Use of reasonable force in schools 2013
   - Supporting pupils with medical conditions at school
   - It is also based on the special educational needs and disability (SEND) code of practice.

   In addition, this policy complies with our funding agreement and articles of association.

3. **Statutory Authority**

   Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as Teaching Assistants.

   This also means that:
   - Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.
   - Teachers can also discipline pupils for misbehaviour outside the Academy.
   - Teachers can confiscate pupils’ property.
   - Teachers have a specific legal power to impose detention outside Academy hours. Parental consent is not required.
   - Teachers have the powers to search without consent for prohibited items.

4. **Definition of Terms**

   **Misbehaviour**
   - Disruption in lessons, in corridors between lessons, and at break and lunchtimes
   - Non-completion of classwork or homework
   - Poor attitude
   - Incorrect uniform
Serious Misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Power to use reasonable force

The legal provision, as defined by the DfE in their policy “Use of reasonable force Advice for headteachers, staff and governing bodies July 2013” on academy discipline also provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Principals and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for other items banned under the Academy rules.

If Academy staff resort to the use of reasonable force they must inform parents/carers verbally and in writing. This policy serves as an executive summary, but every stage identified in the DfE Guidance on acceptable use of Force in schools will be followed. You can access the DfE guidance here: DfE Guidance 2013.

Where possible a member of staff who is ‘Team teach’ trained should attend an incident where physical intervention/the use of reasonable force may be required.

6. Managed Moves

Managed moves are processes which allow pupils to move between schools without the stigma of exclusion. RBA works collaboratively on managed moves as an alternative to exclusion, or as an opportunity to provide a pupil with a “fresh start” when it is felt that all other processes have been exhausted or where the relationship between the pupil, parent/carer and the academy has in effect broken down.

7. Exclusions

The Academy will follow the Department for Education guidance “Exclusion from maintained schools, Academies and pupil referral units in England,”. September 2017. This policy serves as an executive summary, but every stage identified in the DfE documentation will be followed. You can access the DfE guidance here: DfE guidance 2017
8. **Fixed Term Exclusions**

Excluding a pupil from the Academy for a fixed term is a serious step to take. Only the Principal (or in their absence, the Vice Principal) has the authority to exclude a pupil. In all cases the parents will be informed either by telephone and letter on the day the pupil is excluded and the reasons for the exclusion. Parents will be given the option to collect the pupil from school if appropriate. On the pupil’s return to the Academy, a readmission meeting will be arranged with a parent/guardian. This will be with a senior member of staff. Work will be set during the period of the exclusion. If a pupil is excluded for a second time and seems not to be treating the sanction seriously, a member of the governing body may be included in the re-admittance process.

Offences for which exclusion will be considered, but are not limited to, include:

- Verbal abuse/use of offensive language at a member of staff
- Using threatening/aggressive behaviour or fighting.
- Any behaviour which causes/is likely to cause danger or harm to others
- Serious abuse or vandalism of academy property
- Bringing or using illegal substances, including alcohol, into the academy
- Possession of any offensive weapons in the academy
- Using illegal substances or alcohol in the academy
- Supplying or selling illegal substances in the academy
- Persistent refusal to follow reasonable requests from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Bullying
- Theft
- Abuse of the internet or IT facilities e.g. viewing, accessing or downloading any inappropriate material from the internet including racist, homophobic, sexist or pornographic images or text.
- Cyber bullying or threatening behaviour towards another pupil
- Taking or being in possession of images without consent
- Discriminatory behaviour or abuse which is racial, sexual, physical or mental.
- Denying others access to their learning
- Serious intimidation of another pupil or member of staff, including of a sexual nature.
- Any other behaviour which may bring the name of the academy into disrepute, this may occur inside or outside the academy.

If a pupil is excluded for a period of more than 5 days alternative educational provision will be provided at another Educational site. Parents/carers have the right to appeal against a decision to exclude their child. Pupils returning to RBA after a FTE must do so on a Pastoral Support Programme (PSP) after a re-admittance meeting.

9. **Permanent Exclusion (PE)**

A decision to exclude a pupil permanently is very serious and is considered as a last resort, in response to a serious breach, or persistent breaches of the Academy’s Behaviour Management Policy or where allowing the pupil to remain at the Academy would seriously harm the education or welfare of the pupil or others in the academy. The decision to permanently exclude will be taken by the Principal.

RBA will work closely with the Academy of Central Bedfordshire (ACB) to try and avoid permanently excluding any pupil. Pupils can attend the ACB as stage 1 (instead of a Permanent Exclusion (PE) or stage 2 (as a managed move or part-time alternative provision). The Governors Discipline Committee (GDC) will meet as a result of PE or to sanction a move to the ACB or if a pupil has 15 or more days of FTE in any one term.
10. Roles and responsibilities

Role of the Principal
- The Principal has overall responsibility for both pupils and staff. The Principal takes the lead in defining the aims of the Academy in relation to standards of behaviour.
- The Principal has overall responsibility for ensuring that these standards are consistently applied throughout the Academy through regular monitoring.
- The Principal or designated senior member of staff ensure that records are kept of all reported incidents of misbehaviour. All incidents of bullying are reported to the governing body.
- The Principal has responsibility for giving fixed term exclusion to individual children for serious acts of misbehaviour. For repeated or very serious acts, the Principal may permanently exclude a child. This would have to be upheld by the LGB.
- The Principal will ensure that their Academy has a behaviour and reward display.

Role of the Staff
- Staff have a responsibility to maintain order and promote good behaviour in their classrooms and around the Academy site.
- Staff understand the importance of pastoral care and promote good behaviour by recognising and praising good behaviour.
- Staff recognise that personal and social education are important as a means of promoting the values of mutual respect, self-discipline and social responsibility.
- Rules are applied consistently by all members of staff but there must be flexibility in the use of punishments to take account of individual circumstances.
- Punishments/sanctions should make the distinction between minor and more serious misbehaviour clear to pupils and should be fairly and consistently applied.

Role of Parents
RBA acknowledges that relationships with parents/carers are important. RBA should be a welcoming place, which encourage parental involvement.
- Parents are informed of positive behaviour as well as negative.
- All parents are encouraged to attend parents’ evenings and also discuss issues/concerns with staff outside of these events.
- Parents support the home/school agreement.
- RBA expect parents to support their child’s learning and take responsibility for their behaviour. RBA encourage parents to work in partnership with them and to support their actions.
- RBA staff will inform parents if any concerns arise concerning their child’s welfare or behaviour.

Role of Pupils
- To respect, support and care for each other both in school and the wider community.
- To listen to others and respect their opinions.
- To attend school regularly, on time, ready and equipped to learn and take part in activities.
- To take responsibility for their own actions and behaviour.
- To do as instructed by all members of staff throughout the school day.
- To be tolerant of, and engage with others, irrespective of race, gender, religion, age, ability/disability.

Role of the Governors
- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in adhering to these guidelines.
A Governors Discipline Committee (GDC) will be formed from 3 local governors, to hear representation from parents Fixed Term Exclusions (FTE) and appeals against Permanent Exclusions (PE). RBA buy back the Local Authority Independent Appeals panel to hear appeals that have been upheld by the GDC.

11. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

<table>
<thead>
<tr>
<th>Type of bullying</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Being unfriendly, excluding, tormenting</td>
</tr>
<tr>
<td>Physical</td>
<td>Hitting, kicking, pushing, taking another’s belongings, any use of violence</td>
</tr>
<tr>
<td>Racial</td>
<td>Racial taunts, graffiti, gestures</td>
</tr>
<tr>
<td>Sexual</td>
<td>Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching</td>
</tr>
<tr>
<td>Direct or indirect verbal</td>
<td>Name-calling, sarcasm, spreading rumours, teasing</td>
</tr>
<tr>
<td>Cyber-bullying</td>
<td>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites</td>
</tr>
</tbody>
</table>

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Please refer to Anti Bullying Policy.

12. Rewards and Sanctions

A full list of the Conduct Produces for Rewards and Sanctions can be found in the Appendices. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

13. Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
The Academy special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

14. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

15. Monitoring & Evaluation

RBA hold a variety of records concerning incidents of misbehaviour. Information concerning incidents of misbehaviour are reported to the local governing bodies on a regular basis. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that this policy is administered fairly and consistently.

16. Implementation & Review

This policy will be made known to all staff, parents/carers and governors, and published on the RBA website. Copies are also available upon request from the Academy office. This policy will be reviewed two yearly or as required.

17. Author and Date

Author: Steve Fox – Vice Principal

Approved by: Main Governing Body

Date: January 2020
### Rewards and sanctions

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Description</th>
<th>Logging</th>
<th>Points</th>
<th>Awareness Level</th>
<th>Celebration Steps</th>
</tr>
</thead>
</table>
| 1    | House Recognitions | • Recognition is awarded where a student performs above Trustee Status.  
• This could be “going the extra mile” or doing more than the expected.  
• House recognition should be a reward consistently across the school. | Sims “House Recognition” | 1 | Form Tutor | • Recognition via Parent App  
• Tutor Praise  
• House Praise |
| 2    | House Achievement | • A notable achievement in lessons or in school. Winning a House event, competition or external competition which represents RBA/Own House  
• Multiple House Recognitions in a set time period | Sims “House Achievement” | 3 | Head of House and Head of Year | • Visualisation of HA points on TV screens  
• Certificate from Head of House  
• Email to family |
| 3    | House Commendation | • Outstanding progress or academic effort in lessons – over a period of time.  
• Outstanding contribution to RBA/Own House  
• Extra-ordinary Representation of RBA in the wider community | Sims “House Commendation” | 5 | ELT and SLT | • Logged in the Book of Excellence  
• Certification from SLT  
• Letter /email to family from Head of House/Head of Year and SLT |

**Opportunities for further praise and reward**

- **Community** Pastoral based recognition from the Form Tutor and HoY Teams
- **Opportunity** Progress within a subject(s)
- **Excellence** Top Academic status in a subject(s)
- **COE Gold** Multiple C. O or E awards in one academic year

**House Colours**

House Colours (half and full) will be awarded to student who gain the highest combinations of praise over an academic year. Half Colours for overall excellent conduct will be awarded annually to Y5, 6 and 7 with the aim of working towards Full Colours in Y8. Represented by a school tie with a silver line for half and gold line for full colours. Pupils with full colours will gain ambassador status and be able to perform tours etc. Half colours will earn responsibility for smaller tasks such as recycling/monitors.
<table>
<thead>
<tr>
<th>Level</th>
<th>Step</th>
<th>Action</th>
<th>Next Step</th>
<th>Logging</th>
<th>Points</th>
<th>Awareness Level</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td><strong>Positive Correction</strong></td>
<td>Give a clear direction and remind the pupil of the relevant class rule.</td>
<td>n/a</td>
<td>n/a</td>
<td>Class Teacher</td>
<td>Class teacher - aware of conduct. Reviews Context Sheet and seating plans as needed. No Formal action, but closer observation of student conduct is monitored.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>An individual approach where the teacher calmly and quietly gives a clear warning before any sanction occurs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td><strong>Formal Warning</strong></td>
<td>Repeat the direction or question or re-state the rule.</td>
<td>Logged on Sims &quot;Formal Warning&quot;</td>
<td>0</td>
<td>Class Teacher</td>
<td>Class teacher - Consider a new seating plan. Move the student to a new position in the lesson/ at the start of the next lesson. Reward improved conduct.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reassert if the pupil is argumentative or direct the pupil to one side.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make it clear that it is the <strong>conduct</strong> which is unacceptable not the pupil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make it clear to the pupil that this is their second warning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td><strong>Final Warning</strong></td>
<td>Remind pupil of the consequence of not following our code of conduct - Give final warning.</td>
<td>Logged on Sims &quot;Yellow Card&quot;</td>
<td>2</td>
<td>Form Tutor</td>
<td>Subject Report Card - Student conduct is monitored by the class teacher for a two week period Form Tutor is made aware Subject Teacher liaises with home at the start and end of report <strong>Multiple Yellow Cards</strong> - Form Tutor Report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Defer action until after the class if appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td><strong>Pre Exit</strong></td>
<td>Refection time with additional member of staff</td>
<td>Logged on Sims &quot;Red Card/ Pre Exit&quot;</td>
<td>0</td>
<td>Head of Year &amp; Subject Leader</td>
<td>Head of Year Report with home intervention as needed. Parents invited to school and Trustee Status reviewed with family unit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual 1:1 to reset expectations/ Mentoring with staff and student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expectation is that a pupil will be returned to the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td><strong>Exit</strong></td>
<td>Only in the most extreme cases of non-compliance</td>
<td>Logged on Sims &quot;Exit&quot;</td>
<td>3</td>
<td>ELT</td>
<td><strong>ELT/SLT Report</strong> Parent Meeting to review Loss of Trustee Status. Restorative Justice meeting with student, E/SLT and reporting teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Senior Staff alerted through &quot;Conduct Assistance Required&quot; function on Sims</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student removed from lesson with work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td><strong>Direct Exit</strong></td>
<td>Student who displays conduct that is against the Trustee Status and needs an</td>
<td>Logged on Sims</td>
<td>5</td>
<td>SLT</td>
<td><strong>SLT Intervention</strong> - Loss of Trustee Status.</td>
</tr>
</tbody>
</table>
immediate removal from the current environment.

"Direct Exit"

### Appendix 2

**Praise and Recognition**

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Description</th>
<th>Logging</th>
<th>Points</th>
<th>Awareness Level</th>
<th>Celebration Steps</th>
</tr>
</thead>
</table>
| 1    | House Recognition | • Recognition is awarded where a student performs above Trustee Status.  
          • This could be “going the extra mile” or doing more than the expected.  
          • House recognition should be a reward consistently across the school. | Sims       | 1      | Form Tutor      | • Recognition via Parent App  
          • Tutor Praise  
          • House Praise |
<table>
<thead>
<tr>
<th></th>
<th>House Achievement</th>
<th>Sims “House Achievement”</th>
<th>Head of House and Head of Year</th>
<th>Multiple House Recognitions in a set time period</th>
<th>Visualisation of HA points on TV screens</th>
<th>Certificate from Head of House</th>
<th>Email to family</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>House Commendation</td>
<td>Sims “House Commendation”</td>
<td>ELT and SLT</td>
<td>Outstanding progress or academic effort in lessons – over a period of time.</td>
<td>Logged in the Book of Excellence</td>
<td>Certification from SLT</td>
<td>Letter/email to family from Head of House/ Head of Year and SLT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community</th>
<th>Pastoral Based recognition from the Form Tutor and HoY Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity</td>
<td>Progress within a subject(s)</td>
</tr>
<tr>
<td>Excellence</td>
<td>Top Academic status in a subject(s)</td>
</tr>
<tr>
<td>COE Gold</td>
<td>Multiple awards in one academic year</td>
</tr>
</tbody>
</table>

Opportunities for further Praise and Reward will come from our COE assemblies. Awards will be handed out in the following areas:
All members (Families, teachers and pupils) of the Robert Bloomfield Academy community are awarded Trustee Status after signing and agreeing to the Home School Agreement. It is expected that all Trustees follow the basic principles of good conduct in their approach to daily interactions in and around the Academy.

Being a Trustee means:

- Follow the school behaviour code of conduct
- Adhere to British Values
- Be an ambassador of RBA in the local community
- You are free to attend all relevant opportunities provided for you by the school

**Loss of Trustee Status (LOTS)**

Behaviour Management works best when pupils are aware of the consequences of their behaviour choices. Trustee Status can be removed should pupils reach the following stages.

- Repeated failure to comply with the school code of conduct
- Unsafe or dangerous conduct around the Academy
- Being Directly Exited from one of your lessons

**What does the Pupil Lose?**

Pupils who lose Trustee Status will no longer have the right to attend all the relevant opportunities provided for them by the school. They will also be provided with a mentor from the Senior Leadership Team and regular meetings with the mentor, pupil and home will be created to set and monitor targets for a period of 2 weeks.

During LOTS, the pupil cannot attend any of the following:

- non-curricular based school trips
- off timetable events—ie Spring Sports, Bloomfield’s Got Talent, etc
- extra curricular clubs
- Discos or community evening events

Each case will be treated on an individual basis. The targets will be set and monitored for a 2 week period. After that period there will be a review. As a result of this LOTS may be extended for a further 2 weeks or Trustee Status can be regained.