



**THE  
BURGESS HILL  
ACADEMY**

# **Behaviour Policy**

<b>Statutory Policy</b>	<b>YES</b>
<b>SLT Lead/Author</b>	<b>AMH/ASH</b>
<b>Ratified by Governing Body</b>	<b>21.01.2016</b>
<b>Next Review Date</b>	<b>December 2018</b>

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# Behaviour Policy

## 1. Aim of Policy

To create an atmosphere, both in classrooms and on the Academy site, which allows staff and students to engage in worthwhile and constructive activities in class, and to move freely, safely and in good order around the buildings and grounds - to treat each other and visitors with politeness and mutual respect.

It should also be used to guide and reflect good practice of the Academy and sets out to develop appropriate behaviour for learning. It outlines structures which encourage and reward positive behaviour, support structures for students, parents and staff, the system of referral, the application of fair, appropriate and consistent sanctions as situations demand.

## 2. Scope

This policy applies to all the employees of the Academy.

## 3. Links with other Policies

This policy should be read in conjunction with, or takes into consideration, any additional specific policies within the Academy and these are listed in Section 5 below and are available on the West Sussex Grid for Learning and on the Academy's Q:\\drive.

## 4. Ratification

This policy should be reviewed and approved by the Academy Governing Body annually.

## 5. Supporting Documents

- Pastoral Handbook
- Behaviour Referral process
- Behaviour management stages in class
- Behaviour referral process
- Behaviour/sanction/detention flow diagram
- Behaviour/sanction/classroom/pastoral

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## **POLICY STRUCTURE**

### **INTRODUCTION/BACKGROUND**

The Burgess Hill Academy should enable students to develop academic, social, emotional skills and moral values, providing the foundations for students to become a positive part of the community and achieve success. Students should feel safe, proud of their achievements and contributions to Academy life and be recognised as valued members of the Academy community.

All adults and students should adhere to the principle that at all times within the Academy, and when travelling to and from Academy, everyone will act with courtesy, consideration, helpfulness and respect towards other students, staff and members of the community.

To this effect The Burgess Hill Academy students are expected to:

- work to the best of their ability
- behave in a way that allows others to work without interruption
- respond immediately and positively to requests made by all staff
- act in a manner which shows self-control and respect for others
- respect the property of others
- behave in a manner which will not bring the Academy into disrepute

On all occasions students must remember that everyone has the right to learn and the teacher has the right to teach and therefore students will be expected to be the following at all times:

- polite
- helpful
- respectful
- thoughtful
- honest

### **PURPOSE**

Setting and adhering to this behaviour policy will:

- contribute towards the successful development of the Academy overall aims
- help encourage and reward good behaviour
- develop mutual respect between staff and students and between students themselves
- allow the effective teaching of the Academy's curriculum
- develop in students a sense of responsibility for their own actions, which will in turn affect their own and other progress in class, the happiness of other students in the Academy, their relationships with members of the teaching and non-teaching staff, visitors to the Academy, the upkeep of the buildings and the general academy site and the reputation of the Academy in the community.

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## **DETAIL/OVERVIEW**

### Behaviour for Learning - Student Guide

#### **Beginning of the Lesson**

- ✓ Arrive on time.
- ✓ Enter the room quietly.
- ✓ Sit where you are asked to sit.
- ✓ Equipment and diaries on the desk, ready for the first activity.
- ✓ Register is taken in silence.
- ✓ Uniform and equipment checks completed.

#### **During the Lesson**

- ✓ Follow instructions given by staff first time.
- ✓ Listen when people are talking.
- ✓ Respect the opinions of others and be polite.
- ✓ Stay on task.
- ✓ Complete all work to the best of your ability.
- ✓ Participate actively and be positive.

#### **At the end of the Lesson**

- ✓ Record your homework in your diary.
- ✓ Ensure the classroom is tidy.
- ✓ Wait for the teacher to dismiss the class.
- ✓ Follow the teacher's instructions and behave appropriately in the corridors

### Teaching and Learning – Staff guide

To encourage appropriate 'Behaviour for Learning', the following common ground rules are applied:

- students are expected to follow the Code for Classroom Conduct, which is displayed in each classroom and in the 'Student Diary'
- punctuality by all is expected
- lessons have a formal start
- seating arrangements are determined by the teacher
- an attendance register is taken for each class/lesson
- the Academy's referral system is used to deal with inappropriate conduct
- homework is to be set before the end of lessons, with homework diaries used by students to record specific details - such diaries should be checked at regular intervals by the teacher as part of the subject area's policy on monitoring student performance
- there is a formal end to the lesson, initiated and controlled by the teacher, and lessons do not overrun
- teachers will ensure that classrooms are left in an orderly state with straight desks and chairs under them/stools under benches - any paper, scraps etc., should be put in the bin
- students are dismissed after the bell sounds
- the teacher controls exit from the room and behaviour on to the corridor

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## Encouraging Good Behaviour - Recognising Achievement

### Achievement points:

Issuing achievement points is a way of saying "well done" to students. They may be awarded for a wide range of reasons including: being helpful, achieving well in class work or homework, achieving well in tests or exams, improvement, participation, positive attitude, achievement in extra-curricular activities, being supportive of the Academy or of friends.

### Assemblies

Assemblies provide weekly opportunities for student achievement to be recognised. Awards following, for example, sporting successes should often be made and news of charity events, 'Inter-Form' activities and whole academy events. In addition there is always the opportunity to say "well done" and/or "thank you" to groups and individuals within the Year Group or on the staff.

### Achievement Board

Student's achievements, including "Congratulations", are to be displayed around the building. Each year group has an achievement board at various times the board will incorporate:

- photographs of particular extra-curricular achievements
- lists of praiseworthy students provided by departments
- nominations of individuals or groups by teachers
- news of charity efforts
- local newspaper coverage

### Subject area recognition

Subject leaders are encouraged to develop their own strategies for recognising and rewarding achievement within their departments. The strategies currently include the use of stickers, prizes/awards, displaying lists of students, letters home, postcards home, gatherings and trips.

### Inter-form

Inter-form competitions will be organised on a regular basis (no less than one per half term). The focus of these competitions will vary between physical, cognitive and creative tasks. Each competition will result in a rank order for each form in the year and points awarded accordingly. The 'Inter-form' competition will culminate with the Academy sports day and the form ranked with the highest points will be crowned 'Super-form'.

### Attendance

Attendance for all students and forms will be recorded and students awarded appropriately for high levels of attendance. Weekly form attendances will also be incorporated within the super-form competition.

## Managing Behaviour Issues General - advice for staff

### Subject Teachers

Subject teachers should make every effort to deal with everyday problems as they arise. When it is necessary to refer a problem, where possible, staff should follow the guidelines in the pastoral handbook. The Subject Leader, Head of Year, Tutor,

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Behaviour Support manager, Director of Key Stage or Assistant Headteacher (Students) can be approached at any time for advice as to how best to deal with difficulties.

#### Tutors

Through their daily contact with their forms, tutors should be able to support students and colleagues, through discussion with the students and by:

- monitoring students
- liaising with the Head of Year
- supporting the work of the Head of Year
- liaising with Behaviour Support Manager

#### Subject Leaders

Subject leaders are responsible for the behaviour in their subject area and follow the behaviour policy of the Academy. They should be able to support students and the teachers within their department by:

- monitoring students
- liaising with the Head of Year
- supporting the work of the Head of Year
- liaising with their line manager
- liaising with Behaviour support Manager
- liaising with Director of Key Stage
- liaising with AHT - students

#### Heads of Year

Heads of Year should liaise with the Behaviour Support Manager and/or Director of Key Stage as appropriate and joint action will be taken as required. They will liaise with the Subject areas and tutors, as matters are dealt with. They will contact parents (or delegate responsibility to the Pastoral Support Assistant) and relevant outside agencies where appropriate.

#### Behaviour Support Manager

Operates an on call service and deals with incidents of poor behaviour both in and out of Academy additional to supporting both staff and students in addressing behaviour issues.

#### Director of Key Stage

Director of Key Stage will have an overview of year groups within their Key Stage. They will work to ensure a consistency of approach between the Year Teams and support the work of staff, students and parents in developing appropriate behaviour for learning within their building.

#### Behaviour Management Sequential Procedure

1. Positive Reinforcement
  - Model expected behaviour
  - Acknowledge the positive behaviour being modelled by other students via signals and non-verbal feedback
  - Acknowledge the positive behaviour being modelled by other students via teacher comments e.g. 'well done that group for listening'
2. Reminder of expected behaviour
  - Use of body language and non-verbal feedback where possible such as eye contact, facial expressions, body language, tactical pauses.

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- Use of verbal feedback taking account of praise and encouragement, intonation, volume, positive intent such as telling students what you want them to do e.g. 'face this way and listen' rather than 'stop talking'
  - Refer to Academy Code
3. Formal Warning
- Refer to Academy Code
  - Keep the focus on learning
  - Use positive language
  - Logged in SIMS: Level: 0
4. Movement in lesson
- Movement of student within the lesson to work independently or with another student, keeping the focus on learning
  - Movement of other students if necessary to avoid challenge
  - Use positive language at all times
  - Logged in SIMS: Level 1
5. Issue Sanction
- Issue low level sanction (short break/lunch detention)
  - Short term removal from lesson (providing choices)
    - o Student sent out from lesson to wait outside the class
    - o Short 'Time Out' period provided (2 – 5 minutes)
    - o Student provided with 'choices' to re-enter the lesson and work in an appropriate manner or receive a sanction (short break/lunch detention)
  - Longer term removal from lesson (providing choices)
    - o Student sent out from lesson to wait outside the class
    - o Longer 'Time Out' period provided (2 – 5 minutes)
    - o Short time sanction provided (10 minute break detention). Student provided with 'choices' to re-enter the lesson and work in an appropriate manner or receive an increased sanction (20 minute break/lunch detention)
  - Logged in SIMS: Level 2  
NB The certainty of a sanction is more effective than the severity, therefore always ensure the student completes the sanction and always follow up if they don't, explain what is expected in relation to behaviour and agree ways forward for improvement.
6. Referral to Subject Leader/or other designated member of staff
- Student sent to Subject Leader/other designated member of staff via parking system for persistent poor behaviour
  - Processes 1 – 5 implemented where appropriate
  - Logged in SIMS: Level 3
  - Patrol – Called for serious incidents only and when all other steps have been unsuccessful
    - Total and/or repeated defiance
    - Verbal abuse of staff
    - Dangerous behaviour
    - Violent behaviour towards staff or other students
  - Logged in SIMS: Level 4

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## Managing Behaviour Issues - The structure and application of sanctions (Guidance for Teachers)

In order that students are dealt with fairly and consistently when responding to poor behaviour, it is important that the Academy Behaviour Management sequential procedures are followed.

### Initial Strategies

For minor misdemeanours a number of strategies can be employed prior to issuing a detention; these could include positive reinforcement, reminder of expected behaviour, verbal warning, the movement of students to another place in the classroom or follow up conversation at the end of the lesson.

### Break or Lunch-time Detentions

Individual teachers, Subject Areas or the Pastoral Team (Behaviour Support Manager, Head of Year or Director of Key Stage, SLT) may issue students with detentions during morning break or lunchtime, and should be conducted by the member of staff issuing the detention. These are given for repeated or more serious misdemeanours or incomplete/missing work and are of fifteen to thirty minutes' duration. It is vital to be clear with the students about when and where the detention is and what will happen if they do not attend. A record should be kept of detentions and reasons given. Failure to attend a break or lunch-time detention may result in an after-school detention. All details of detentions should be logged in SIMs. Students who persistently fail to attend subject teacher detentions should be reported to the Subject leader and then Head of Year via the referral process.

### After-School Detentions

Individual teachers, Subject Areas or the Pastoral Team (Behaviour Support Manager, Head of Year or Director of Key Stage, SLT - Students) may give students after school detentions. These will be held from 3pm onwards. Details will be logged through our support system. With relation to the notice for detention please see the Department for Education guidelines and regulations as stated in the document Behaviour and Discipline in Schools.

### Subject Leader Detentions

Subject leaders may set break, lunch or after school detentions, details should always be noted in the diary. These may be set as a progression for students failing to attend a previous subject teacher detention, for persistent poor behaviour in a series of lessons or for more serious misdemeanours occurring within a lesson. Continued student issues should be referred to Head of Year.

For Subject Leader detentions emails/texts must be sent home. Subject Leader detentions can be set on Monday, Tuesday and Wednesdays.

### Head of Year Detentions

A series of After School Detentions may be set and supervised by the Heads of Year. They may be set as a result of the Review process or serious/persistent misdemeanours or a period of truancy. Details should always be noted in the diary and logged in SIMs. If an extended period is given, a letter is usually sent to the Parents/carer. Head of Year detentions will take place on Thursday and Friday of each week. Students who fail to attend Head of Year detention or receive regular detentions may be referred, by the Head of Year, to the Director of Key Stage. Students who continue to receive regular detentions may, if deemed necessary, placed in isolation, placed on 11-5 or receive a Fixed Term Exclusion.



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NB: Missed detentions will be made up at an alternative time and may be increased at the discretion of the Behaviour Support Manager, Head of Year/Director of Key Stage.

#### Referral

Subject Areas may arrange for students to be withdrawn from their normal lessons and placed with other classes (See Referral Guidelines).

#### Subject Area Reports

These may be used following problems which have arisen in a particular subject area and are usually monitored by the Subject Leader.

#### Academy Reports

Various report forms are used within the Academy for persistent misbehaviour, poor progress, or following truancy or frequent punctuality problems. These are monitored by the Heads of Year or on occasions by the Director of Key Stage. Parents are asked to check and sign these reports every day.

- Behaviour for Learning Report
- Homework Report
- Truancy Report
- Punctuality Report
- Uniform Report
- Returning from Exclusion Report

#### Class Reports

These may be issued when a number of staff are reporting problems with a particular teaching group and are monitored by the Heads of Year.

#### Community Service

Following minor acts of vandalism such as graffiti, or participation in anti-social behaviour, students may be expected to be given tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying. Tasks will be arranged through the Director of Key Stage or Head of Year, often in association with the appropriate building Property Manager or cleaning supervisor.

#### INSET Day

In response to a particular behaviour issue or where they have been uncooperative or disobedient with regard to sanctions issued during the course of a term, students may be instructed to attend academy during an INSET Day. Appropriate work/tasks will be provided. These arrangements must always be made through the Director of Key Stage and/or Head of Year. Parents must be notified in advance, by letter where possible.

#### Students withdrawn from lessons via Patrol Calls

It is important that the behaviour management procedures are followed before calling for patrol. Members of staff calling patrol will be expected to log the details in SIMS detailing the strategies used to resolve the situation.

Students removed from a lesson via a Patrol call may stay in isolation for the remainder of that lesson or be 'parked' in another classroom; students will receive an automatic 1 hour Head of Year detention in addition to the Subject sanction.

Persistent offenders will be passed on to the Head of Year.

#### Withdrawal from lessons by the Heads of Years

This will be used for serious misdemeanors or as the result of a build-up of inappropriate or uncooperative behaviour at the discretion of the Director of Key Stage

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or Head of Year. The student will be isolated or will accompany the Head of Year during the day. Parents will be notified if an extended period is required, or a note will be made in the students diary.

#### Isolation

When it is felt necessary, the withdrawal process outlined above will be formalised as 'Isolation'. Ongoing or further misdemeanors may result in a period of external exclusion. Student will receive a break at both breaktime and lunchtime but it will not be at the same time as other students. Students will get a lunchbreak of the same time as other students but it will be in isolation or with a member of staff.

Work is collected from the class teacher and has to be completed to a satisfactory standard before being returned to the Class teacher for marking.

#### 11-5 Day

Where necessary and dependent upon individual circumstances an 11-5 day may be sanctioned. Students will sign in at reception and then report to the appropriate member of staff. All appropriate forms will be completed as per any isolation or withdrawal from lessons. It should be clearly stated on the form where students will be supervised at lunchtime and between 3-5pm.

#### Exclusion - Fixed Term and Permanent

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used on a student. If a student is excluded, the parents will be informed as soon as practicable, initially by telephone and then by letter. The Burgess Hill Academy's policy on exclusion is designed to be understood very easily both by student and their parents. Certain types of behaviour in academy will always lead to a "fixed-term" exclusion, the length of which can be up to a maximum of 45 school days in any one term and any one school year. We rarely exclude students for anything like this length of time but fixed-term exclusions are employed automatically as a sanction against specific forms of unacceptable student behaviour. The most frequent forms of such behaviour are listed below, although the list is not exhaustive and other forms of unacceptable behaviour will also lead to a fixed-term exclusion if the Academy deems it necessary.

Examples of student behaviour likely to lead to a Fixed-Term Exclusion:

- refusal to accept the normal discipline of the Academy
- repeated unwillingness to complete the normal activities of that students programme(s) of study both in academy and for homework
- abusive language towards a member of staff
- physical violence towards another student
- serious harm to the reputation of the Academy through grossly irresponsible behaviour outside academy
- persistent bullying or intimidation of another student
- significant involvement by a student with items or substances that should not legally be in his or her possession in academy

The student will be placed on to a 'return from Exclusion report' for two weeks and will report to the Head of Year to monitor progress.

#### Permanent Exclusion

We will have no hesitation in seeking a permanent exclusion for a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the Academy. We hope and expect that this sanction will only be used extremely rarely. Examples of a single outrageous act would be:

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- serious actual or threatened violence against another student or a member of staff
  - the distribution, possession and/or use of drugs\*
  - sexual abuse or assault\*
  - carrying an offensive weapon\*

\*for any of these offenses the Academy will contact the police and child services.

### The Use of Detentions

Detentions may be given as detailed above at the following times:

- during morning break
- during lunch time
- after school

### Procedures

1. Parents/Guardians are notified about detentions via the Students Diary
2. The relevant member of staff must indicate in the students Diary why the detention has been given and its time, duration and venue.
3. Upon completion of the detention a student must obtain the signature of his/her Form Teacher and a parent/guardian.
4. In the case of Subject area detentions Form Teachers should inform the Head of Year if it is obvious that a more general problem is developing.
5. In the event of a parental signature not being obtained, the matter must be referred to the Head of Year by the Form Teacher.
6. Parents, of course, may contact the Head of Year or Behaviour Support Manager to discuss matters arising from the above.

### Academy Rules

These rules are the basis for The Burgess Hill Academy excellent reputation for the behaviour and discipline of its students in academy.

### TEACHING AREAS

To ensure the effective implementation of the Classroom Code, the following simple rules of behaviour have been agreed.

1. On arrival for a lesson, students should line up quietly until given permission to enter the classroom. On entering the class students should sit at their desks preparing equipment, books and diaries quietly. Bags must be placed on the floor.
2. It is the students' responsibility to be properly equipped for the lesson.
3. Students should stop talking when they are directed to by a teacher and not talk while the teacher or another student is speaking.
4. Anyone arriving after the teacher has started the lesson should be acknowledged by that teacher before they sit down. They should, where and when appropriate, explain the reason for their lateness.
5. Uniform should be worn correctly at all times. Coats should not be worn in the classroom during registration or lessons, and bags should not be left on tables.
6. Any student wishing to answer a question or attract the teacher's attention should raise his/her hand and wait to be asked to speak.
7. Eating and drinking in academy is restricted to the designated areas within the academy. Details of these eating areas and the year groups allowed to use them are published through assemblies. Eating and drinking is not allowed in class. Chewing gum is not allowed in Academy.

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8. At the end of a lesson, students should not make any move to pack away or leave until the teacher has given permission. There should be no litter on the desks or floor, and tables and chairs should be left in their correct places.
  9. If the class is the last timetabled lesson of the day in that classroom, then, where appropriate, chairs must be placed neatly on tables. Students should wait quietly when they have packed away and, when dismissed by their teacher, leave the classroom in an ordered and sensible manner.

#### AROUND THE ACADEMY SITE

1. Students must move around the Academy in a sensible, calm, courteous and appropriate manner. They should keep to the left in the corridors and stairways and keep moving, following the one-way system, so that an efficient flow of traffic is achieved. Students should not run indoors, and shouting and loud whistling are not permitted.
2. If there are visitors in Academy, students should be polite and helpful.
3. Students should keep off grassed areas and flower beds.
4. Students are expected to respect the rights of others to use the playgrounds. Ball games may only be played on the Academy playground, 3G or on the fields in the Summer. (Tennis balls only in the Academy playground.)
5. Never drop litter. Always keep the Academy site, canteens, halls, classrooms and corridors tidy.
6. The possession or use of cigarettes, alcohol, and illegal substances is strictly forbidden. Dangerous items such as matches, lighters, knives and aerosols must not be brought onto the Academy site.
7. The use of mobile phones on the Academy site during the normal hours of the academy day (8.30am to 3.00pm including breaks and lunchtime) is forbidden unless instructed to by the teacher to enhance students learning. If families feel that it is necessary for students to carry mobile phones, such phones must be kept securely hidden in bags or pockets and must be switched off. Any breach of this rule will lead to the confiscation of the phone until the end of the Academy day. Any further breach of the rule will lead to a further confiscation, disciplinary action and the requirement for a parent, guardian or carer to collect the phone from academy.
8. Eating and drinking are only allowed during morning or lunchtime breaks, in the official eating areas.
9. All accidents must be reported immediately to a member of staff.
10. Students must have signed permission from their parent(s)/guardian(s) and an 'exit form' completed in order to leave Academy during the Academy day. They must show the exit form to their teacher before they are allowed to leave. Upon returning to the Academy site, students must report to reception.
11. Students who are late for registration must report to reception.
12. Only students with written permission from their parent(s)/guardian(s) may cycle to Academy. The wearing of a cycle helmet is strongly recommended. Bicycles should not be ridden in the Academy grounds. They must be left in the cycle sheds and locked. Students should keep out of the cycle shed unless parking or collecting their bikes.
13. Students or visitors who need to arrive or leave Academy during lesson times must use the main entrance to the Academy and sign in
14. The Academy uniform should be worn correctly at all times.

#### Academy Rules - Travelling to and from Academy

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It is expected that students will behave themselves in a way which upholds and does not harm the good reputation of the Academy.

- Smoking - smoking is not permitted on the way to or from academy, or during lunchtimes.
- Buses - when waiting for a bus, students should queue sensibly. When on a bus, they must behave sensibly and show courtesy towards the driver and members of the public
- The Local Shops - sensible behaviour is expected both inside and outside local shops, as is appropriate courtesy towards other customers and the shop owners.
- Cycling/Walking - sensible use of roadways and pavements is expected and ensures safer journeys.
- Language - the use of loud and bad language is unacceptable. Students must always be aware of other members of the Academy community and members of the public. We will respond in academy to any complaint received about unreasonable behaviour.

#### Academy Rules - Off Site Activities

When students are engaged in off-site activities, they are expected to abide by the Academy rules as directed by the member of staff in charge.