

Behaviour for Learning Policy

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Introduction

Bangor Academy and Sixth Form College believes that in order for young people to realise their potential they need to work and learn in a safe, warm, happy and supportive environment. Pupils and staff should feel valued, respect one another and have high expectations of each other in terms of behaviour, attitude and practice. This policy outlines how we hope to achieve success for each of our young people, by promoting positive behaviour in our classrooms and school environment.

We want to establish and promote the highest possible standards of behaviour at Bangor Academy and Sixth Form College. This is important so that our school is always a warm, caring, friendly and happy place where learning can flourish. Rules are there so the systems work and everyone can benefit.

Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions.

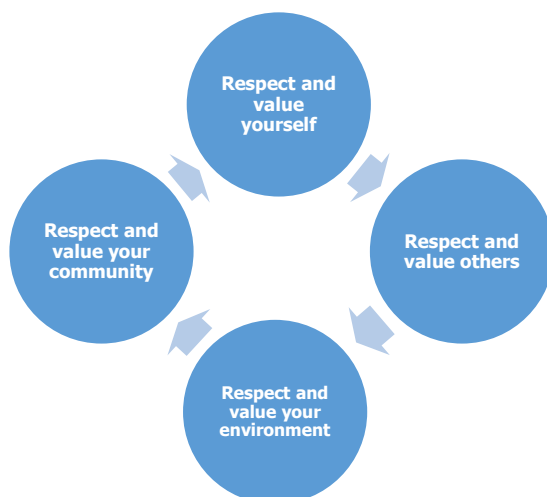
Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times. This is best achieved when staff-student interactions are characterised by a blend of 'unconditional positive regard' and assertive authority.

Aims of the Policy

- Create a system that leads to a highly disciplined school to enable all to focus on learning to the greatest possible extent
- Hold high expectations of our students and a belief that every student is capable of meeting them
- Enable teachers to be consistent in working together in applying the rules, so that the right working environment is created for all to thrive
- Ensure all students know the rules and consequences of breaking them so that right choices can be made

Ethos

The ethos embedded in our school rules at Bangor Academy can be summed up as a set of values that we expect every member of our school community to adopt and adhere to; they are based on the principle of **respect**. Every school rule flows from these values and the breach of school rules will be treated as a breach of our values and principles.



Good Practice in the Promotion of a Positive School Ethos

As a school we want to promote positive behaviour in all aspects of school life. It is all of our responsibility to work towards an inclusive and support environment, so that all pupils can achieve their full potential.

Parents	• Support your child to develop good routines at home to ensure they come to school on time and fully prepared for the day ahead. • Support school and work with staff in promoting behaviour that is in line with school values and policies, particularly in the event of these being deliberately broken. • Support your child in making good choices in light of school values and policies.
Pupils	• Attend school everyday, ensuring you are punctual and fully prepared for the day ahead. • Cooperate with all school staff. • Respect the school values, rules and ethos. • Work to your full potential. • Be kind to others.
Form Tutors	• Take time to get to know your form class • Build a rapport with individual pupils. • Be a good role model and promote high expectations from all pupils in your form class. • Record and monitor progress in areas of attendance, punctuality, behaviour and extra curricular involvement in working towards the BA Plus Award. Discuss this regularly with pupils (utilising non-teaching periods and extended registration time). • Intervene where attendance, punctuality and behaviour drops below expectations in the form class, as a whole as well as with individuals. • Communicate with parents in the event of attendance, punctuality and behaviour being below expectations. • Utilise the Form Tutor Diary to share information with the Year team at Form Tutor Meetings.
Class Teachers	• Establish clear routines and guidelines for behaviour and conduct in your classroom. This includes how pupils enter and leave the room, seating plans, and conduct during the lesson. • Be consistent in promoting high expectations of classroom behaviour. This involves teaching and reinforcing clear routines and guidelines continuously. • Create a caring, respectful and supportive learning environment. • Recognise achievement and excellent behaviour and record on SIMS. • Utilise restorative practice strategies.
Head of Department	• Promote appropriate conduct, provide support and ensure good practice exists within the department. • Support all staff within your subject area in establishing clear routines and guidelines for behaviour and conduct within the department. • Be a visible presence in the department for all pupils. • Reinforce standards through appropriate sanctions where the class teacher has been unable to resolve issues. • Utilise restorative practice strategies.
Head of Year	• Promote the highest standards of behaviour and conduct across the

<i>(assisted by the Deputy Head of Year)</i>	year group. • Ensure that the school values, ethos and policies are promoted and adhered to among the entire year group. • Be consistent in having high expectations of attendance, punctuality and behaviour. This involves reinforcing clear routines and guidelines set out by Form Tutors and Class Teachers. • Be a visible presence in the school for all pupils. • Monitor progress in areas of attendance, punctuality, behaviour and extra curricular involvement in making the final decision on pupils achieving the BA Plus Award. • Promote appropriate conduct, provide support and model good practice within your year team. • Liase with the Vice Principal regarding the progress and conduct of the year group. • Utilise restorative practice strategies.
Vice Principal	• Promote the highest standards of behaviour and conduct across the school. • Ensure that the school values, ethos and policies are promoted and adhered to among the entire school. • Be consistent in having high expectations of attendance, punctuality and behaviour. This involves reinforcing clear routines and guidelines. • Be a visible presence in the school for all pupils. • Liase with the Heads of Year to promote appropriate conduct, provide support and model good practice within the pastoral teams. • Promote an ethos of restorative practice to be used between all members of the school community.
Principal and SLT	• The Principal has overall responsibility for the behaviour management structures and procedures. • All members of SLT support every aspect of behaviour management in the school. Each member will support and enable the Heads of Year in their duties. • Promote an ethos of restorative practice to be used between all members of the school community.

Staff Procedures when faced with Behaviour Issues

Staff may face a range of behaviour challenges, and these will be of varying severity. The tables below will provide guidance on how such challenges will be met at Bangor Academy both in the classroom, and also around school. School recognises that these models will not apply to every single incident and for that reason should not be read as prescriptive.

The following tables illustrate the structure of:

- a) Whole school shared expectations to be implemented by all staff at all times.
- b) Procedures for staff in the management of their classroom whilst supported within their department.
- c) Procedures for staff when supporting behavior management outside of the classroom in school.
- d) The role of SLT in promoting behaviour management, and also in supporting staff.

Whole School Shared Expectations

- Good practice will be expected of all staff in terms of positive regard for all pupils as well as engaging lessons.

Staff Procedures

- Staff will utilise a range of classroom management strategies, including sanctions, to most effectively reduce incidents of disruption. The primary responsibility in the classroom lies with the member of staff who is to be supported by their Head of Department
- Behaviour around the school will be managed primarily by the Heads of Year.

SLT Structured Intervention

- SLT will monitor SIMS to proactively track pupil behaviour.
- On a monthly basis each SLT will intervene as appropriate where pupils are displaying behaviour that is below expectation

Managing Behaviour in the Classroom

Whole School Shared Expectations

- Staff must monitor the corridor between lessons and be ready to greet your class
- Classes must line up and staff will bring them into the room in an orderly fashion
- As per the mobile phone policy, phones must be placed in the box
- Staff must create a seating plan
- Staff must have a well prepared lesson that ensures pupils are engaged for the duration of the period
- Staff must note incidents of excellent performance, as well as unacceptable behaviour, on SIMS
- Staff must ensure that the class leave the room in calm and orderly fashion, leaving the room tidy and ready for the next class

Disruption to learning during a lesson

- Our policy encourages and supports the classroom teacher who is initially responsible for the behaviour inside the classroom and should utilise a variety of sanctions accordingly.

• Possible Sanctions

- Speaking to pupil/pupils
- Extra work/apology note
- Break time detention
- Lunch time detention
- Behaviour points

Supported by HOD

Disruption to learning across multiple lessons in your classroom

- The classroom teacher should be consistent and persistent in the use of sanctions however in the event of the situation continuing/deteriorating significantly the classroom teacher should utilise the support of their Head of Department.

• Possible Sanctions

- Extra work/apology note
- Class teacher contacts home
- HOD speaks to pupil/pupils during class
- HOD removes pupil/pupils from classroom
- HOD break/lunchtime detention
- HOD contacts home
- Behaviour points
- Department detention

Supported by HOD

When there has been no improvement OR The incident is severe

- This will involve support from the HOD, and where necessary, SLT.

• Possible Sanctions

- HOD removes pupil/pupils for set period of time (subject dependent)
- Subject specific behaviour plan
- HOD can liaise with the HOY
- Severe incidents will result in immediate SLT intervention

Supported by HOD and SLT

SLT Structured Intervention

- SLT will monitor SIMS to proactively track pupil behaviour.
- On a monthly basis each SLT will intervene as appropriate where pupils are displaying behaviour that is below expectations

Managing Behaviour Around the School

Whole School Shared Expectations

- During unstructured time, all staff are initially responsible for addressing any negative behaviour they see around school.
- All staff are required to contribute to duties around the school which are aimed at maintaining a positive and safe environment.
- **Possible Actions**
 - Reinforce expectations to pupils when speaking with them
 - Inform the Head of Year in the event of a serious breach of school rules

Breach of school rules around the school

- Our policy supports and encourages all staff who are all responsible for the reinforcing positive behaviour in school.
- The Head of Year is primarily responsible for behaviour management around the school. They are supported by their pastoral teams and Form Tutors. Heads of Year will delegate as appropriate.
- **Possible Sanctions**
 - Speaking to pupil/pupils
 - Apology note/restorative practice
 - Break time detention
 - Lunch time detention
 - Behaviour points
 - Parental involvement
 - Pastoral detention
 - Suspension
 - Expulsion

Supported by SLT

Structured SLT Intervention

- When there has been no improvement this will involve support from SLT
- **Possible Actions**
 - 1-1 communication with pupil
 - Regular classroom visits
 - Period of Personal Report
 - Full range of sanctions
 - Parental meeting
 - Referral to external agencies (Ardmore/EA PPBS)
 - Pupil Behaviour Plan including Risk Assessment
 - Severe incidents will result in immediate SLT intervention
 - Suspension
 - Expulsion

The Role of SLT: Behaviour Management Tracking, Monitoring and Intervention

SIMS Behaviour Management

- Staff record incidents of unacceptable behaviour as well as note sanctions/outcomes.
- Achievement points continue to be allocated where staff wish to record positive episodes for pupils.

SIMS Parent App

- Parents receive alerts for behaviour points. The title of the episode is noted, but not the detail.
- Parents receive alerts for achievement points. Title plus explanation can be viewed by parents.

SLT Behaviour Support

- Monthly BA plus data is shared with staff at the end of each month, including behaviour points.
- The Behaviour Support Team will routinely meet each month.
- The standing agenda for each meeting will be to identify the pupils in each year group achieving the most behaviour points, as well as achievement points.

Tailored Intervention

- SLT will intervene with these identified selected pupils using a number of strategies...
 - 1-1 communication with pupil
 - Regular classroom visits
 - Period of Personal Report
 - Full range of sanctions
 - Parental meeting
 - Pupil Behaviour Plan
 - Referral to external agencies (Ardmore/EA PPBS)

School Rules at Bangor Academy and Sixth Form College

School is a community where pupils are expected to demonstrate courtesy and consideration for themselves, others, their environment and the wider community.

(A) Conduct in School

1. Pupils need to attend and be punctual for form class which is the beginning of the school day.
2. Pupils need to be on the school premises for the entire school day and should not leave school without following the correct procedures.
3. Pupils should behave responsibly towards each other with kindness. Bullying or fighting in any form is unacceptable and will not be tolerated.
4. Pupils must use appropriate language when in school. Language that is rude, aggressive or disrespectful must never be used.
5. The school operates a no-smoking policy, and this includes vaping, in the entire school grounds. All visitors, staff and pupils must adhere to this policy.
6. Pupils should respect their school environment and grounds. Accidents or damage should be reported to the nearest member of staff.
7. Graffiti is unacceptable in any form.
8. Pupils must ensure they use bins provided for litter.
9. Pupils must not touch or interfere with security, emergency or firefighting equipment.

(B) Conduct in Class

10. Pupils need to attend and be punctual for every class throughout the school day.
11. Pupils must come to each class with an attitude to learn and be prepared to work.
12. Pupils must queue in the corridor on arrival to class and wait quietly until the teacher invites the class to enter the room.
13. Pupils must sit at the desk allocated to them by the teacher.
14. Pupils must give their full attention to the teacher and follow their instructions at all times. Deliberate disruption of lessons will not be tolerated.
15. Pupils must bring the items required to take part in each lesson, for example a pen, pencil, ruler, as well as subject specific items which class teachers will inform you about.
16. Pupils must attempt all work set by the teacher, including homework.

17. Pupils can only leave the room with permission from the teacher.
18. The classroom should be left tidy by the pupils at the end of the lessons

(C) School Uniform (*Please note that when a pupil wears the school uniform, he/she is representing school in the community and should always present in a neat and tidy state.*)

19. All pupils are required to wear the school uniform correctly coming to, during, and going from school.
20. PE kit should only be worn on days when the pupil has timetabled PE. Normal uniform should be worn on all other days. Pupils can change at the end of the day if they are attending extra-curricular sporting activities.
21. The wearing of trainers, hoodies and other non-regulation clothing is not permitted.
22. Jewellery - An earring may be worn in the lower lobe of each ear. Any earring worn may only be a stud or small hoop. One small nose stud may be worn. For health & safety reasons, tongue piercings, eyebrow piercings, nose rings and rings at the top of the ear cannot be permitted.
23. Make-up - Nail varnish must be colourless and any other make-up must be kept to a minimum, including acrylic nails and eyelashes.
24. Hair styles - Hair styles must not be extreme or likely to cause offence.
25. Badges – non-school badges should not be worn on the blazer.

(D) Personal Property

26. Mobile phones - these must be used in accordance with the school's Mobile Phone policy. Phones should be placed the classroom phone box at the start of each lesson unless directed otherwise by the class teacher. Unapproved use of phones may result in confiscation of the phone (Please see Mobile Phone policy for more details)
27. Stealing is an unacceptable form of behaviour; pupils must not borrow from anyone without first asking for permission to do so.
28. The following are ***examples of items*** not permitted in school:
 - Dangerous or offensive objects/weapons
 - Matches, lighters, cigarettes, e-cigarettes or fireworks of any description
 - Drugs, alcohol, solvents
 - Laser Pens
 - Energy drink/Chewing gum
 - Permanent markers or Correction fluid e.g. Tippex.
 - Anything that, in the opinion of the Principal, could cause serious harm/offence to another
29. Pupils must take care of school books and equipment, returning them in the state in which they were received.

(E) Health and Safety

30. When using stairways and corridors pupils should always keep to the left and move in a sensible manner. Pupils must not run in the corridors.
31. Pupils must consume food and drink in designated areas only: canteens, sixth form centre, outdoor picnic areas.
32. At break and lunch times pupils should be in the canteens and outside playgrounds.
33. For Health and Safety reasons, certain areas of school are out of bounds:
 - Along all perimeter fencing
 - Landscaped areas
 - All toilets designated 'accessible', except for those pupils who have been given permission to use them
 - The lifts, except for those pupils who have been given a lift pass

(F) Breach of School Rules

- Non adherence to any school rule may lead to sanctions being applied.
- The Board of Governors retains the right to request the expulsion of a pupil for either an accumulation of offences or for a single major offence.
- School may in certain circumstances involve the PSNI, or other appropriate agency, if this is deemed to be necessary.

Parents should note that:

- Should an incident occur, school reserves the right to clarify the situation and, if necessary, ask those present to write an account of what happened.
- Parents will be requested to pay for the repair or replacement of an item of property which is damaged as a result of a wilful or deliberate act by their child.

The Board of Governors retains the right to amend the school rules during the academic year.

Appendix 1: United Nations Convention of the Rights of the Child

Pupils will...	Articles from United Nations Convention	Adults will...
Offer opinions in a respectful and sensible way Show tolerance of others' opinions and self-control	Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.	Provide opportunities to participate in School Student Council Listen to and take action when pupils voice opinion
Keep school environment clean and tidy Choose healthy eating options Encourage others to eat well	Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.	Provide a clean environment Advise on healthy eating habits
Work hard to the best of their ability Attend well Behave well Work <u>with</u> teachers <u>Allow</u> others to progress	Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.	Plan and deliver interesting lessons Provide support for those pupils who are struggling with work Have high expectations of all pupils
Work hard at developing my talents Be prepared to 'have- a – go' Try new things Actively participate in activities	Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.	Provide opportunities for pupils to work on what they are good at Encourage pupils to develop their talents Set up clubs and societies for pupils
Respect others when at recreation/relaxing Respect equipment and environment when at recreation/relaxing	Article 31 You have the right to play and rest.	Provide a work /rest/play balance in what we ask pupils to do Encourage pupils to participate in PE/Activities
Tell an adult if you are unhappy/concerned Tell an adult if you are being hurt Tell an adult if your friend is unhappy or being hurt	Article 34 Article 36 You have the right to be free from harm	Listen to concerns and put relevant policy into practice Provide guidance and support Refer to agencies as deemed appropriate

Appendix 2: Suspension Procedures

Suspension will be imposed in a situation where all possible/reasonable preventative strategies and alternative sanctions have been tried, or in the event of a serious 'one off incident.'

If serious misbehaviour is recurrent parents will be warned that their child may be liable to suspension. In exceptional cases it may be necessary to suspend a pupil without employing alternative sanctions or without prior warning having been given to the parents.

Where preventative strategies and planned sanctions have failed to produce acceptable behaviour on the part of the pupil, the Principal may suspend the pupil for an initial period of between 1 and 5 consecutive school days.

All relevant information pertaining to the suspension will be collated and maintained in the pupil's file. The Principal will not extend a period of suspension beyond 5 consecutive school days except with the prior approval of the Chairperson of the Board of Governors and will, in every such case, give to the parent of the pupil and to the Board written notification of the reasons for the extension and the period of extension.

This extension, which must not exceed 5 consecutive school days, may be followed by a further period of extension, which again must not exceed 5 days, provided that the total does not exceed 45 school days in any one school year.

The pupil, along with a parent/guardian, must be interviewed regarding the incident prior to the pupil returning to school.

Suspension procedures:

Where a pupil has been suspended school will, where possible, on the same day inform the parents/guardian/carer of the pupil's suspension; hand a suspension letter to the pupil before the end of the school day

On the same day, where possible, a copy of the letter will be posted to the parent/guardian/carer of the pupil informing them of the reason for suspension; of the period of suspension that the pupil will be regarded as being in their care from the end of the school day until such time as the period of suspension expires

The letter will also include an invitation to the parent /guardian/carer to arrange an appointment to discuss the suspension with the Principal/Vice-Principal/SLT. A return to school document will accompany the letter and should be completed at home by the pupil prior to return to school

Appendix 3: Home-School Transport

At Bangor Academy and Sixth Form College we actively encourage good behaviour on home-school transport by:

- supervising pupils to and from transport in a calm, orderly way on the school grounds
- liaising closely with Translink officers
- informing parents of our expectations of good behaviour and of any serious, or ongoing, misconduct
- interviewing pupils involved in any misconduct and if necessary taking appropriate disciplinary action

Examples of Misconduct	general misbehaviour
	inappropriate behaviour to other pupils, driver or members of the public
	abusive language
	bad manners
	not remaining seated during transit
Serious Misconduct	failure to carry out an instruction
	spitting or throwing objects
	verbal/physical abuse
Serious Misconduct	behaviour which seriously endangers the health and safety of the driver, pupils, other road users and which cannot be tolerated

Pupil behaviour expectations

- Pupils must line up in an orderly fashion and queue in single file while waiting to board the bus at school/station
- Pupils must follow instructions of staff on bus duty/bus driver/station personnel
- Pupils must present travel pass or pay fare before taking a seat on the bus
- Pupils must sit on a seat
- Pupils must treat one another and members of the public with respect
- Pupils must respect the driver's instructions at all times
- Pupils must behave in a sensible and safe manner whilst travelling to and from school by bus

Misconduct will invoke sanctions appropriate to the level of offence.

Appendix 4: Procedure for Parents with a Concern

As a parent, if I have a concern about the behaviour of my child, or behaviour management of my child, I can contact my child's Form Tutor.



If I am concerned about a subject specific issue, I can contact the subject teacher or the relevant Head of Department.



If I have a wider or more serious concern regarding the behaviour of my child, I can contact the Head of Year



In the event of a extremely serious concern or incident that the Head of Year has been unable to address, I can contact the Vice Principal



Behaviour issues of the highest concern that have not been rectified can be raised with the Principal, and I may also write to Chair of the Board of Governors

Appendix 5: Specific Sixth Form Behaviour Management

Pupils in Sixth Form are to be effective and positive role models for the pupils in school. In all their interactions and conduct in school, they should display and embody the values and ethos of Bangor Academy.

Attendance

- Sixth Form pupils have a flexible timetable and are only required to attend school at the time of their lessons.
- Study spaces and computers are available should pupils wish to avail of these during non-timetabled periods.
- Pupils must sign out in the sign out book, which is placed in the quiet study area, should they wish to leave the building during their non-timetabled periods. Pupils must sign in again upon their return.

Respect for diversity

- Sixth form pupils must display high levels of respect for diversity within the school community.
- School will not tolerate episodes of intolerance or abuse.

Uniform

- Sixth Form have distinct colours in their uniform.
- Uniform standards in Sixth Form must remain high as to be role models for younger pupils.
- Non- school uniform items should not be worn
- Sixth Form Pupils must **only** wear their PE kit/enrichment uniform on a Wednesday

Car parking

- Pupils who bring a car to school must adhere to the 'Bring your car to school' policy.
- School reserves the right to ban pupils from bringing their car into the school grounds, should they blatantly and continually not adhere to this policy.

Sixth Form Areas: Common Room and Toilets

- School has provided a common room area for pupils to meet and socialise. Behaviour in all sixth form areas must be exemplary, and pupils should not litter.
- Sixth Form have toilets that are designated for Sixth Form pupils only. It is the responsibility of Sixth Form pupils to keep this space tidy and free from vandalism.

Appendix 6: Monitor, Review and Evaluation of Policy including Future Procedures.

This policy has been drawn up in consultation with the Board of Governors, staff, parents, and pupils, as appropriate and will be monitored, evaluated and updated regularly to take up into account future developments and changes in relevant legislation.

The policy will:

- Be written and implemented after views from parents, pupils, teachers and governors have been collated as part of the process;
- Kept under review by SLT who will inform the Board of Governors of any changes to the policy;
- Will be reviewed and ratified by the Board of Governors every 2 years, along with any linked documents.

Links with other school policies:

This policy is integral to all school policies. It has key links with policies such as, Attendance, Mobile Phone, Safeguarding and Child Protection, Anti-Bullying, Drugs, and any other relevant policies.

Inclusion and accessibility statement

This policy applies to all pupils in Bangor Academy and Sixth Form College. We at Bangor Academy and Sixth Form College are committed to inclusion and supplying all our school publications in an accessible format.

Should any pupil parent or carer require support in interpreting or understanding this policy school will provide guidance in partnership with the Inclusion and Diversity Service.

If you require this document in an alternative format, such as large print or a coloured background, please contact us on policies@bangoracademy.org.uk

