

Bluecoat Trent Academy Behaviour Statement of Practice



Our Vision is:

Strive for excellence; shape the future

Our Values are:

Care

Aspiration

Respect

Excellence

Document Owner	Principal
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We aim to develop confident students who recognise themselves as **citizens** of the world. They will have a strong sense of justice and doing what is right. Students will feel part of a local, national and global community, believing in others and working together towards a common purpose. We want our students to be **aspirational** about their futures, be resilient and have a good understanding of where they have come from and who they are. Our belief is that we should value, care and **respect** each other. This will be reflected in the harmonious family that makes up Bluecoat Trent. We encourage students to develop belief in themselves in order to be the best they can be and strive towards **excellence** in all that they do. Students will develop into respectful, supportive and considerate members of the community who are passionate about making a difference.

Introduction

At Bluecoat Trent Academy we will strive for a calm and purposeful atmosphere. We will rely on the full support of parents and carers to reinforce the high standards and expectations of pupil behaviour. We believe that parents/carers will choose this Academy due to the insistence on the highest levels of respect shown not only between staff and pupils but also the 'family' relationships between peers and strong links with parents/carers. We will care for and value each pupil, regardless of who they are or where they have come from. We will ask that parents and carers support any disciplinary actions that are taken in order to ensure that their child is a successful learner. In order to develop the character of our pupils we will react immediately whenever a pupil's behaviour or conduct does not meet the expectation required at the Academy. We will promote a sense of living well together and encouraging reconciliation wherever possible. Our hope is that all pupils will leave us with the capacity to know right from wrong and use this knowledge to determine how they behave as they move towards, and through, their adult lives.

This document sets out the arrangements for the variety of methods used to reward and sanction pupil behaviour at Bluecoat Trent Academy and details of the procedures and practices implemented in line with the Trust policy for Behaviour and Exclusions.

Related Policies, Statements of Practice and procedures

- Inclusion policy
- RSHE policy
- Attendance and Punctuality Statement of Practice
- Safeguarding Policy
- Anti-bullying Policy
- Safeguarding Statement of Practice

Rewards

The role of rewards and praise in recognising and promoting BTA's values will be a key component of developing the potential of our pupils by giving them encouragement and praise. We will endeavour to catch and celebrate every pupil's achievements both inside and outside of the classroom and believe that good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking pupils via a range of different opportunities and forums. Pupils' efforts and achievements will be rewarded through the allocation of positive points using Go4Schools, which is live online for all parents, carers and pupils to access at all times. At the start of every term students will be explicitly reminded of our

behaviour mantra “Be ready, be respectful, be responsible” and rewarded when they meet and exceed our expectations in these areas. The accumulation of these points will result in certification at various levels along with many other rewards on a termly basis; these often include sweet treats, golden ticket to early lunch, summer festival access, trips to the Broadway cinema and can be informed by the student leadership team. There will also be broader opportunities for Trust wide recognition of pupil achievements through events such as our annual Celebration of Success, Archway Learning Trust Pupil event and Sports Awards.

Sanctions

Outstanding behaviour for learning will be constantly encouraged and promoted within Academy, however, when behaviour does not meet our expectations, there will be a clear sanctions system which all of our staff will follow. We believe this system will ensure a fair and consistent approach for all which helps to underpin our education focus whilst maintaining discipline and mutual respect between pupils, and staff and pupils at all times.

Warning: Indicates that the pupil is not meeting the standards expected and modification to their behaviour is required

Negative point: This is recorded on Go4Schools, parent and carers are informed via text of an after school same day detention and a phone call from the staff member issuing the negative entry is complete.

When poor behaviour is identified, the Academy will use a range of disciplinary measures including, but not limited to:

- Verbal reprimand
- Moving of seat in a classroom setting
- Removal to the Independent Learning Unit
- External isolation (another Academy within the Trust)
- After school detention
- Pre-exclusion warning
- Regular reporting to monitor behaviour in and out of lessons
- Fixed term exclusion

At Bluecoat Trent Academy our expectations will be clear and each pupil will know that if they reach a particular negative point threshold then the following procedures will be actioned by the Year Leader:

- 5 Negative points: the pupil would be placed on a green report card.
- 10 Negative points: the pupil would be placed in our Independent Learning Unit (ILU) for the day. Parents would be invited into the academy for a parental meeting and pupil placed on an orange report card for the duration of two weeks.
- 15 Negative points: the pupil is placed in the ILU at another campus within the Archway Learning Trust for three days. On return to the Academy the pupil is placed on red report for two weeks. It is extremely rare across the Trust for a pupil to reach the 20 negative point threshold within a term. However, if this were to occur then the pupil would be issued a Fixed Term Exclusion from the Principal. The readmission procedures would then be followed which include a compulsory parental meeting to ensure the pupil can return to the academy and back into lessons, a red report card is issued and a review meeting date is also scheduled.

Lesson routines and conduct

All staff and pupils will follow the same lesson routines in order to promote consistency:

- One foot in, one foot out
- Meet, greet, seat (seating plan for every class)
- Equipment out, stand behind chairs in silence until teacher directs you
- Silence when others are speaking
- Follow instructions first time
- Always give your best
- Address others with respect
- Pack away under teacher direction, stand behind chair
- Structured exit including thank the teacher
- Corridor movement will be calm, walking with purpose with students holding doors for others

Monitoring incident of poor behaviour

Incident of poor behaviour are logged by staff on Go4schools under pre-determined codes. Year Leaders monitor points on a daily, weekly and half-termly basis to identify and resolve potential barriers to learning. Reports outlining the students receiving positive and negative points, as well as attendance will be discussed during line-management meetings between the Year Leader and Principal. Intervention plans will be implemented where behaviour or attendance falls below the academy expectations.

Leaders ensuring expectations and sanctions are applied consistently

CPL will focus on expected standards of behaviour, conduct and a shared language to establish a positive learning culture during the September INSET days. Senior Leaders will be highly visible during the first weeks of all terms to monitor the implementation of this and to give immediate feedback where inconsistencies are identified.

The Year Leader and SLT will then continue to visit lessons on a daily basis. Subject Leads will also be encouraged to spend time in each other's lessons both as part of an open door policy, through coaching triads and through more targeted QA activities. QA will form part of the discussions at the Teaching and Learning Forum. Quality Assurance will always be accompanied by feedback for the individual.