



Behaviour for Learning Policy

Commit **B**elieve **A**chieve



CBA Behaviour Policy

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Partial Re-opening Appendix

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the Academy community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department of Education (DFE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Equality statement

Corby Business Academy encourages, celebrates and values the diversity of all our community. We aim to ensure that everyone within our community is treated fairly, with respect and dignity. We seek to eliminate any form of inequality, bullying or discrimination.



4. Academy vision

Our vision is to instil the Academy's values into each of our students and give them the skills and opportunities to succeed.

As an organisation, the question 'is it good enough?' is always asked. We then challenge ourselves with this thought whenever there is consideration in the areas of planning, delivery, aspirations and the behaviour of our students.

At Corby Business Academy:

- Students and staff strive to become the best they can
- Students develop the confidence to be active citizens in the wider world
- Students and staff work in a safe and comfortable environment
- Every student will achieve the best academic outcomes possible

5. Corby Business Academy expectations

At Corby Business Academy we believe in mutual respect. Students, teachers and support staff are part of one team who share the belief that every child can achieve academic success. Our students know that they must follow instructions at the first time of asking. At Corby Business Academy we give rewards for the right behaviour choices and we take action to remind students of the consequences of making wrong choices.

Corby Business Academy teachers are tough on bad choices because we want to help a student become a better person in the long run. We teach students to break old habits and learn the characteristics of successful adults.

Every time a teacher gives you a behaviour point or a detention they are reminding you of the behaviour we really want and the behaviour we can't allow students to hold on to. If we allow you to hold onto old habits of laziness, selfishness, rudeness, excuse-making, sulking and feeling sorry for yourself, we are not helping you grow up into responsible, successful adults. If somebody drops something or if someone trips up, offer them help and show empathy towards them. You do not laugh at people, you help them. If you hear about anybody being unkind to another student you tell a member of staff immediately.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform



- Defiance of adults

Serious misbehaviour is defined as:

- Repeated misbehaviour including disruption and internal truancy (not following given timetable)
- 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, cigarette papers and lighters
 - 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 student)



6. 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

Bullying can include:

- **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
- **Verbal** bullying which includes name calling, mocking and making offensive comments;
- **Emotional** bullying which includes isolation an individual or spreading rumours about them;
- **Cyber-bullying** where technology is used to hurt an individual- for instance text messaging or posting messages/images on the internet or any form of social media;
- **Racist** bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice;
- **Homophobic and biphobic** bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people
- **Transphobic** bullying occurs when bullying is motivated by a prejudice against people who identify as a transsexual;
- **Disablist** bullying occurs when bullying is motivated by a prejudice against people with any form of disability
- **Sexist** bullying occurs when bullying is motivated by prejudice against someone because of their gender

Details of the Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.

7. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Follow instructions at the first time of asking
- In class, make it possible for all students to learn
- Move quietly around the Academy
- Treat the building and Academy property with respect



- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the Academy into disrepute, including when outside the Academy.

7.1 In the classroom

Students are expected to sit up straight, eyes front, looking at the teacher. You will follow their instructions first time, every time. The same rules apply to all, so are fair to all. No exceptions.

- We arrive to all of our lessons on time
- We greet the teacher using 'Sir' or 'Miss' and address other Academy staff appropriately.
- We wait for our teacher to welcome us into the classroom
- We put our hands up to ask and answer questions
- We wait for the teacher to invite us to speak or contribute to classroom discussions
- We answer in full sentences and with a clear, projected voice
- We do not talk over people and respect the views of others
- We apply ourselves fully to all tasks set by the teacher, always trying our best and taking pride in our work
- We ensure our classroom environment is clean and tidy, ready for the next group of students
- We wait to be dismissed, seated in our chairs, by the member of staff

7.2 Around the academy

Students are expected to be on time. Being on time is polite and sets a positive tone for the start of the next lesson.

Students move around the Academy in a polite and efficient manner, moving quickly but safely between lessons. We walk on the left-hand side in corridors and on staircases. Where possible we hold doors open for peers, staff and visitors to the Academy, we are polite and positive about our Academy environment and are welcoming to newcomers.

We queue for lunch politely and efficiently, in single file. Food should only be consumed in the designated areas (restaurant and outside seating area) and no chewing gum is allowed in the Academy. All furniture and equipment (including laptops and computers) is not damaged or subjected to acts of vandalism.



We remember to use 'please and thank you' if someone does something for us or gives us something; This includes all site, restaurant and support staff teams.

- We use the designated spaces made available to us during our breaks and lunch and do not interrupt others who are learning by moving into the faculty areas
- We take pride in our environment and ensure all litter and recycling is placed in the appropriately labelled bins
- We tidy away plates from the restaurant and tuck our chairs in when we have finished eating
- We eat our lunch in the restaurant or outside seating area, food can not be consumed on the astro turf
- We move from communal spaces at transition periods between lessons in a timely manner
- We use toilets and water fountains responsibly during our break and lunch time and not during lessons time
- We communicate politely and appropriately with other members of our Academy community. We do not interrupt others conversations
- We always maintain a smart appearance with our uniform when moving around the building (shirts tucked in, with blazers and ties on)
- We respect our own and others personal space and refrain from unnecessary physical contact with peers

7.3 In our community and on our academy buses

Even when you are outside of the Academy, you still represent Corby Business Academy. You should think about how your actions reflect on you and your Academy.

You may receive detentions, isolation or other sanctions for behaviour outside the Academy which will affect your education and can bring the Academy into disrepute. Corby Business Academy will always co-operate fully with any police investigation or information request regarding behaviour incidents.

Community

- If the Academy is made aware of disrespectful behaviour outside of the building we will sanction the students concerned
- We are especially polite to local residents, parents/carers, bus drivers and shopkeepers
- When we have finished our Academy day we go straight home unless we are attending a scheduled session 6 enrichment
- We do everything we can to give local residents a positive impression of our Academy
- We use the footpaths and road crossings safely, considering others use of these spaces
- We cycle sensibly and safely showing respect at all times to other road users.



Buses

- We transition from the Academy to our buses calmly and quickly
- We greet our bus driver in a polite and respectful manner
- We listen to all instructions given by the bus driver
- We ensure we allow our bus drivers to drive their bus without distraction, students should remain in their seat at all times while the bus is moving
- The same behaviour expectation of students applies while they are traveling on the buses
- Any vandalism or damage to the buses will be investigated and appropriate sanctions applied.

8. Rewards and sanctions

8.1 Rewards

Corby Business Academy is firmly rooted in a culture of celebrating success using our achievement points system. Achievement points are awarded to students who go above and beyond in their lessons and around the Academy. Recognition of achievement is routinely scheduled in events such as, but not limited to; reward assemblies, certificates, postcards home, prizes and extracurricular events including a Y11 Prom.

Achievement points and rewards will be awarded for:

- 100% Attendance for the week
- 100% Attendance for the term
- 100% Attendance for the year
- Attendance to enrichment
- Zero behaviour points in a week
- Zero behaviour points in a term
- Zero behaviour points in a year
- Outstanding effort shown in lessons
- Students classwork which is of a good standard
- Supporting others in their learning
- Outstanding homework
- Being an excellent role model and leading by example
- Exemplary uniform for the half term
- Challenging discrimination
- Reporting any anti-social behaviour or bullying
- Picking up litter
- Helping in the restaurant/library/office
- Tutor time competition – tutor group of the term
- Tutor star of the term



- Head of Year student of the term
- Senior Leadership Link student of the term

8.2 Classroom Conduct – Disruptive Behaviour

There is a clearly defined process for issuing sanctions in Corby Business Academy. At every stage of the process students are reminded by staff how they can be successful in their learning and are encouraged to make the correct behaviour choices.

| Behaviour Code | Outcome |
|----------------|---|
| First Reminder | <ul style="list-style-type: none"> • <u>First</u> warning for inappropriate behaviour • One to one conversation with teacher • Reminded of the Academy expectations • First reminder logged on SIMs |
| Stage one | <ul style="list-style-type: none"> • <u>Final</u> warning for inappropriate behaviour • Behaviour logged on SIMs (Behaviour points added) • Moved to a different seat • Phone call home • Form tutor conversation |
| Stage two | <ul style="list-style-type: none"> • Behaviour is stopping the flow of the lesson and the learning of others • Student removed from lesson • Student placed in timetabled 'Internal On Call' room • Behaviour logged on SIMs (Behaviour points received) / phone call home / faculty detention / Director of Subject conversation |
| Stage three | <ul style="list-style-type: none"> • Refusal to enter 'Internal On Call' room • SLT 'On Call' will isolate student in an office or isolation room • Behaviour logged on SIMs (Behaviour points received) • Parent meeting organised • Faculty detention and social time removed (break / lunch) |
| Stage four | <ul style="list-style-type: none"> • Student will be removed from lesson / circulation immediately by IOC/DOS/HOY/SLT • Student will remain isolated during investigations (SLT office or isolation room) |



| | |
|--|--|
| | <ul style="list-style-type: none"> • Depending on the incident students will; spend time in the isolation room, receive a fix term exclusion or permanent exclusion • Parents informed immediately • Students will not return to lessons until parents have meet with JUSM and/or HOY |
|--|--|

8.3 Detentions

When a student’s behaviour results in them receiving a stage two sanction and they are removed from their classroom and the teacher will record the inappropriate behaviour on SIMs. The student will receive an hour detention the next day within that faculty.

If a student fails to attend their faculty detention their parents will be called and informed. The student will be given the opportunity to attend the detention the next day. If they fail to attend the student will be placed into isolation for the following day and complete their detention at the end of the day.

Corby Business Academy expects students to take responsibility for their sanctions. Heads of Year and Tutors help to remind students of their detentions however they are expected to attend without question.

8.4 Isolation room

Our isolation room is used as an area for students who have refused to be placed in the internal on call room and for students who have presented serious or defiant behaviour. Students work in a designated space set by the Behaviour Correction Manager who overseas the day to day operations of the room. Students are expected to complete work set by their class teachers or the Behaviour Correction Manager.

8.5 Pastoral Support Plans

Corby Business Academy uses pastoral support plans for students who present continuous disruptive/challenging behaviours. The support plan drills into greater detail the needs of the student and their background with the aim to provide greater support to improve the progress of the student. The plan is started and reviewed as part of student/parent/Academy meetings. The plan provides support but also sets targets for the students to improve in order to successfully complete their pastoral support plan. The plan usually runs between 12-16 weeks. During this time progress is reviewed at a minimum of every four weeks. This may be more regular if it is deemed necessary. Students failing to improve risk fixed term exclusions for persistent disruptive behaviour and/or a managed move or permanent exclusion.



8.6 Managed Moves

A student can transfer to another school as part of a 'managed move' where this occurs with consent of schools, parent/carer and student. Managed moves are used as an additional support strategy to avoid further escalation of serious sanctions and to enable a fresh start. A fixed period trial with regular reviews is agreed with the receiving school. Students that do not complete the trial will return to Corby Business Academy.

8.7 Fix Term Exclusions and Permanent Exclusions

Exclusion is used for serious breaches of the Academy's behaviour policy. See Exclusion Policy for further information.

8.8 Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8.9 Off-site Behaviour

Sanctions will be applied where a student has misbehaved off-site when representing the Academy, such as on a school trip or on the bus on the way to or from the Academy.

9. Behaviour Management

9.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. It is their duty to ensure they create and maintain a stimulating environment that encourages students to be engaged.

Developing positive relationships with students is extremely important, this may be achieved by:

- Greeting students at the start of every lesson
- Establishing clear routines (seating plan, date and title, countdown to gain attention)
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and prompting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement



9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.3 Confiscation

Any prohibited items (listed in page 4 of DfE: Searching, screening and confiscation) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Mobile phones, headphones and other electronic devices will be confiscated by any member of staff if they are seen being used during the Academy day. The device will be handed to reception where it will remain for the rest of the day. A text message to parents will be sent to inform them their child has had their phone confiscated.

If a student refuse to hand over their device they will be reported to a member of the Senior Leadership Team and will receive an hour detention the following day.

In the case of a student becoming a repeat offender their device will be confiscated at the Academy until the parents are available to meet the Head of Year.

9.4 Searching and screening students

This is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).



10. Roles and responsibilities

10.1 The local governing board

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Senior Assistant Principal and Associate Principal to account for its implementation.

10.2 The Senior Assistant Principal

The Senior Assistant Principal is responsible for reviewing and updating this behaviour policy. The Senior Assistant Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

10.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

10.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

11. Student support

The Academy recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The Academy's special educational needs co-ordinator will evaluate a student 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 student, 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.

11.1 Intervention Strategies

The pastoral team around a student will use a number of strategies to try to remove the barriers a student may feel are stopping them from learning. These will include, but are not limited to:

- Changes to learning environment (timetable changes/ seating arrangements/ time in lessons)
- Adaptations to unstructured times (closely supervised breaks/lunches)
- Deployment of additional adults (1:1 or group work)
- A review of differentiation of curriculum (review setting/additional support)
- Ensuring the behaviour policy is being consistently applied (including reports/ sanctions/ in lessons)
- A review of behaviour management strategies
- Reflection with students about difficulties
- Reflection with parents/carers around concerns
- Consulting colleagues within the wider pastoral team, and/or SENCO regarding special educational needs
- Pastoral support plans
- Referral to counselling or 'Think for the Future' mentoring
- Withdrawal from lessons
- A Reduced timetable
- A risk assessment
- Temporary placement at CE Academy (Alternative Provision)
- Allocation of a mentor
- A managed move
- Isolation
- A fixed term exclusion
- Restorative justice
- An early help assessment to access various other external support.

12. Training

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

Should staff wish to further improve their behaviour management and require support to do so, they should speak to their line manager to request coaching/mentoring support.



13. Monitoring arrangements

This behaviour policy will be reviewed by the Senior Assistant Principal and Local Governing Body every 2 years. At each review, the policy will be approved by the Headteacher.



**COVID-19 Academy
reopening
arrangements for
Behaviour at
Corby Business
Academy**



1. Aims

In response to the Governments directive to reopen secondary schools in a phased manner from June 15th 2020 for Year 10 and 12, whilst continuing to provide a provision in the Academy for students deemed vulnerable and those children of Key Workers, Corby Business Academy have implemented some changes to our Behaviour Policy.

This appendix aims to:

- Provide a **consistent approach** to behaviour management during partial re-opening (COVID-19)
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the Academy community with regards to behaviour management

2. Government Guidance

Specifically, the Department for Education has provided guidance which suggests that Academy's make the following additions to their behaviour policy

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>

- following any altered routines for arrival or departure
- following Academy instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at Academy
- moving around the Academy as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and consequence system where appropriate



3. Student code of conduct

All students should continue to adhere to the principles outlined in the CBA Behaviour Policy and should now also respect the revised expectations relating to the Academy partially re-opening. Students should:

- Be careful, respectful and considerate to all staff and students, whether in person or online.
- Adhere to the revised rules and expectations for entering and exiting the Academy site
- Students should only use their designated entrance and exit to the Academy Building
- Students should stay in their own classrooms unless directed otherwise by a member of staff
- Students should only interact with others in their own pod throughout the Academy day
- Students should stay at their own desk unless directed otherwise by a member of staff
- Students must obey social distancing rules at all times, in and out of their pod
- Students should follow hygiene rules, including washing hands when asked to throughout the day and adopt a 'catch it, bin it, kill it' mentality.

It is important that students be aware of and follow expected self-care and health needs.

- Students must inform an adult if they feel they have any Covid-19 symptoms
- Students should use tissues when sneezing or coughing and dispose of it in a bin
- Students should only go to the toilet area one at a time and thoroughly (at least 20 seconds) wash their hands after use
- Students should bring their own resources and only use their own resource packs, not interfering or touching any other resources or equipment.
- All items used by any student should be sanitised/cleaned after each use
- Students should only use their own water bottle and eat/drink their own food. No sharing is allowed

4. Social Distancing

Social distancing measures have been planned appropriately to ensure all stakeholders remain safe during this period. This includes, but is not exclusive to the staffing, rooming, equipment and break and lunch time arrangements for students on site. Students are to be reminded on a daily basis by staff to respect social distancing guidelines. Staff will take social distancing seriously at Corby Business Academy and expect all students to respect the measures in place. Failure to follow these guidelines or instructions from staff may result in sanctions as detailed in section 5.



5. Rewards and Sanctions

5.1 Rewards

Rewards continue to be awarded to students on SIMs for going above and beyond. Staff are also able to reward students who have followed and respected the revised behaviour and social distancing expectations. Some existing systems of rewarding good behaviour, such as stickers, praise post cards and certificates should be temporarily terminated. Other forms of praise and celebration can be implemented through parent emails or text messages. Staff should publicly praise those students who are following the Academy behaviour expectations.

5.2 Sanctions

The Academy will make the revised behaviour, self-care and health expectations very clear to the student and parents at the start of the Academy's phased reopening. The importance of these systems will be explained to the students during daily briefings and taught sessions.

Students will have regular reminders about the social distancing expectations in place. Any student who does not follow or respect these expectations will be placed with a member of SLT (SLT office or other appropriate room) until parents can collect them and meet with the relevant HOY or SLT link to discuss their actions.

Any adverse misbehaviour or incidents that affect the health or safety of individual students or staff will result in a review into the suitability for that student to be in the Academy during the phased re-opening. (Eg. Spitting, coughing, physical attacks, refusal to comply with H&S / social distancing requirements that could heighten the risk of harm to others) That student will be removed from circulation immediately and parents invited in to discuss how their child will be educated moving forwards with the Senior Assistant Principal.

All sanctions related to other infringements of the Academy's expectations remain appropriate as outlined in the main CBA Behaviour Policy.

6. Uniform

Uniform expectations will be adapted during the phased re-opening. Students will be able wear appropriate non-uniform clothes or the Corby Business Academy uniform without the Academy blazer or tie.



7. Roles and responsibilities

It is the responsibility for all staff to be aware and apply these amendments to the Behaviour Policy during the partial re-opening phase. It is the responsibility of Senior Leaders on site to ensure this is applied both appropriately and effectively.