

BRYMORE ACADEMY

BEHAVIOUR POLICY

Created by: Stefan McHale

Date: December 2025

Approved by Local Advisory Board:

Review date: December 2026

Signature of Chair of Governors:



Signature of Headteacher:



Ethos

At Brymore we have the highest expectations for student behaviour and conduct which are underpinned by our 3 'R's of responsibility, resourcefulness and resilience. As a boarding academy, with a working farm, workshops and gardens it is essential all students take responsibility for their own behaviour. All students are also expected to take responsibility through working with staff to ensure the good behaviour of others. All adults, including staff, members of the Local Advisory Board, Trustees and parents must uphold these expectations at all times. At Brymore the emphasis is placed firmly on rewarding good behaviour, effort, conduct and achievement through encouraging the development of resilience, resourcefulness, and responsibility. Students are accountable for their behaviour, and a range of strategies are used to scaffold and support positive behaviour; including the development of positive relationships, unconditional regard for students, and a consistent approach to behaviours from all in the school. Regardless of the starting point of individual children, high standards of behaviour will be expected and promoted consistently by all adults at all times.

Aims:

- To promote a positive learning environment throughout all areas of the academy, ensuring that learning can be effective, and students and staff feel safe, secure and respected.
- To ensure that students recognise they are responsible and accountable for their behaviour, and they make clear choices regarding their behaviour.
- To ensure that low level disruption is kept to a minimum, so that time for learning is maximised.
- To ensure students recognise that there are clear and inevitable consequences for their behaviour, both positive and negative.
- To communicate with parents and carers quickly where significant positive or negative interventions have taken place.

Objectives

- To reward hard work and success
- To create an environment that supports learning and achievement for all
- To promote good behaviour and discipline
- To help prevent all aspects of bullying
- To encourage the attributes of resilience, resourcefulness and responsibility
- To develop self-esteem, self-discipline and positive relationships based on respect
- To ensure fairness and consistency in response to all types of behaviour
- To work effectively with parents and other agencies in ensuring good behaviour and discipline

Rewards/Responsibility

All staff are expected to reward good behaviour, effort, conduct and achievement. The reward system encourages both personal achievement and collective responsibility as all students have a responsibility to achieve merits and house points for themselves and their house. The system is based on celebrating success both individually and collectively.

Rewards can be given as follows:

Daily	Examples	Contribution
<ul style="list-style-type: none"> • Verbal or written praise • Awarding of small privilege 	<ul style="list-style-type: none"> • Encouragement, praise, positive feedback in exercise books • Letters/text/phone call home • Leaving class first, staying up 15 minutes later 	Encourages good relationships, positive working atmosphere.
Merits	Good work, achievement, behaviour, conduct or effort	Individual total. House total - FOBSA shield
Double/triple merits	Exceptional work, achievement, behaviour, conduct or effort	Individual total. House total - FOBSA shield
Weekly	Examples	Contribution
Student of the week - postcard home/announced in assembly	Per subject, boarding house and other key area	Individual - postcard home, recognition in assembly, names on screens
Periodically	Examples	Contribution
House points	Taking part in or winning key events, sporting competitions (e.g. rugby, cross country, quiz)	House total - FOBSA shield
Merit certificates/badges - presented in assembly	Bronze, silver gold etc	Individual - Recognition in assembly
Certificates - presented in assembly	Completion of courses such as sailing. Completing set number of 'Chads' – e.g. starters award, bronze etc	Individual - Recognition in assembly
Ties	Playing ties and colours	Individual - Recognition in assembly
Representing the school	Sport, agricultural/horticultural competitions etc	Individual - recognition with peers Collective - enhancing the academy ethos

Termly	Examples	Contribution
Commendations	Awarded for excellent achievement, effort or progress in each subject	Individual house point total House total - FOBSA shield
House competitions- Trophies	Rugby, cross country, quiz etc	Collective - trophy awarded Collective - contribution to FOBSA shield Individual - medals in cross country
Annually	Examples	Contribution
School awards afternoon	Individual trophies /certificates for subjects, sport, conduct etc. All parents invited	Individual recognition - in front of all parents
Culmination of school career	Examples	Contribution
Year 11 Leavers assembly <ul style="list-style-type: none"> • Trophies • Certificates • Full colours 	<ul style="list-style-type: none"> • Individual awards per subject, sport, conduct, progress, achievements etc • Representing the school at rugby/hockey/cricket and completing all activities Parents invited	Individual - Recognition in front of all parents

At Brymore students are expected to actively support staff in the running of the academy through farm and garden duties, assisting at key events such as open day and through more formal positions of responsibility. These include:

Position	Responsibility	Reward
Head Boy	Ambassador of the school, representing the school at key events, leading all prefects. Selected via presentation to the whole school, interview, staff, and student vote.	Badge Participation in three key events per year Christmas Meal
Deputy Head Boy	Ambassador of the school. Overseeing duty teams and student welfare and standing in for the Head Boy as appropriate. Selected via presentation to the	Badge Participation in three key events per year Christmas Meal

	whole school, interview, staff, and student vote.	
Senior prefects	Ambassador of the school. Six oversee a duty team of prefects, and one oversees mentoring. Selected via presentation to the whole school, interview, staff, and student vote.	Badge Participation in three key events per year Christmas Meal
Prefects	Ambassador of the school. Carry out duties as directed by the Senior prefects. Selected via staff vote, and discussion with Senior prefects.	Badge Participation in three key events per year Christmas Meal
Head of department	Oversees a duty team in either the farm or gardens. Selected by interview.	
House captain	Ensures all house events run smoothly, and that the house is fully represented. Selected by staff and students.	
Form captain	Represents the form, selected by students.	Badge
Student council representative	Represents the boarding house, other students including out-boarders and their year group at student council meetings. Chosen via student vote.	Badge
Sports captain	Represents either his house or school team. Chosen by staff.	Badge
Guides/School representatives	All students have the chance to represent the school as guides for visitors, helping out at key events (such as open day), assisting with car parking, or meeting and greeting visitors as required.	

STAFF RESPONSIBILITIES

All staff

All staff must:

- 1) Award merits when appropriate
- 2) Teachers/Learning support staff should aim to award merits every lesson

Form Tutors

All form tutors must:

- 1) Encourage all students to achieve as many merits as possible
- 2) Encourage all students to participate and contribute towards house events and wider school life
- 3) Support all house events
- 4) Oversee the election of the form captain
- 5) Be a first point of contact with parents/carers

Head of House

All Heads of House must:

- 1) Oversee the election of house, sport & showing captains
- 2) Foster a sense of achievement and participation in their house

Subject Leaders

All subject leaders must:

- 1) Ensure merits are regularly awarded within their department
- 2) Nominate a student for student of the week each week
- 3) Nominate students for key prizes at the end of each year

House Parents

All house parents must:

- 1) Award merits when appropriate
- 2) Take an interest in and encourage students to collect house points
- 3) Where possible, attend all key house events/celebrations.

Senior Leadership Team

All members of the Senior Leadership Team must:

- 1) Ensure all staff are actively and consistently supporting the reward system
- 2) Announce student of the week and arrange for postcards to be sent home
- 3) Present certificates/badges for key milestones

- 4) Foster a climate where all achievement is celebrated
- 5) Ensure all positions of responsibility are fairly allocated
- 6) Oversee election of student council representatives

Behaviour and Consequences

General Principles

Excellent conduct is expected at Brymore. This includes positive behaviour and that individuals take responsibility for their actions and accept the consequences of their actions.

Behaviour management is a team approach, and every member of staff has a professional responsibility to their colleagues to support each other by applying the academy's code of conduct consistently and with certainty.

Persistent low-level disruption is not acceptable, and staff must promote positive behaviour. Students, who persistently disrupt the safe, caring, and nurturing environment of Brymore including in the classroom, around the site or in the boarding houses must be dealt with promptly.

Every member of staff has the authority to challenge students, regardless of time and place. Consistency around the site is just as important as in the classroom; the staff's responsibility for good order and discipline extends to every part of the academy day and every interaction with a student.

Incident Management

The member of staff who first deals with any incident remains responsible for that incident throughout unless another colleague specifically and explicitly takes on that responsibility. Reporting an incident on to a colleague or a Senior Leader does not pass responsibility on to someone else unless explicitly agreed.

Consequences

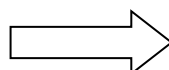
A consequence affecting a whole class, form group, cluster or boarding house for the misbehaviour of a few students should *not* be used without very good and justifiable reason. All behaviour incidents need to be formally recorded by staff on the school's Management Information System (MIS) the same day. Behaviour incidents are categorised into five tiers, level one, two, three, four or five. All level one and two referrals are inputted onto the behaviour log for scrutiny by the Senior Leadership Team. Level three referrals are discussed by the Senior Leadership Team to ensure appropriate sanctions/outcomes have been applied- this includes the use of professional judgement and discretion to issue Level 4 or 5 consequences. The Senior Leadership Team (including the SENDCo and Designated Safeguarding Lead) meet every morning to review all behaviour incidents from the previous day. Mitigating/Aggravating circumstances are considered when reviewing behaviours and their associated outcomes.

A variety of consequences are used, depending on the circumstances and context of each incident. The descriptors below are a guide only; staff will use their professional judgement in every case. This is not an exhaustive list of behaviours, but some common examples of behaviours and related consequences:

Disruption during the school day

Classroom warning

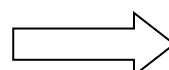
Displayed behaviour
Talking over the teacher
Needing to be reminded of instructions
Slow to start work
Distracting others



Consequence
Verbal warning given
Reminder of expectations

Level 1 - Teacher / classroom based

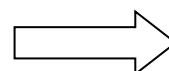
Displayed behaviour
Talking whilst teacher is talking (following warning)
Disturbing the learning of others
Mobile / internet phone misuse (e.g out on table without permission)
Lateness
Eating in lesson
Shouting out (following warning)



Consequence
Verbal warning/s given
Moved seats within class
Restorative action
Reminder of expectations
Conversation outside of classroom

Level 2 - Classroom with HoD support; All staff with Duty staff support

Displayed behaviour
Persistent disruption after warning and level 1
Not following instruction after warning and level 1
Mobile / internet phone misuse- e.g. using mobile without permission, accessing games/webpages rather than working. (Following level 1)
Swearing across class
Refusal to work following warning and level 1



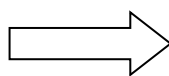
Consequence
Break/lunch Detention (10-20 mins)
Phone call home
Restorative conversation
Department report
Discussion with HoD & Class teacher

Failure to follow instructions after warning and level 1
Challenging authority
Out of bounds

Isolated within classroom

Level 3 - Referral (sent out of the classroom for remainder of lesson) / AHT

Persistent and consistent anti-learning behaviour
Bullying – verbal, emotional and physical
Consistently challenging authority / refusing to work after Level 1 & 2
Discriminatory behaviour
Dangerous behaviour
Swearing at authority
Consistently failing to follow instructions after Level 1 & 2
Truancy from lesson/catch up lesson
Using mobile phone to record others without permission, or sharing images/videos without permission.
Bringing contraband into school



Immediate removal from class for referral
Restorative conversation with staff member/peers
Lunch/After school detention (30-45mins)
Removal of mobile phone
SLT detention- Fri PM- <i>Recorded as Level 4 behaviour</i>
Behaviour Report
Phone call home
Letter home (in case of suspension)
Internal suspension (as consequence for action, or whilst an incident is being investigated)- <i>Recorded as Level 5 behaviour</i>
Fixed Term Suspension

If a student is referred from a lesson, they will be sent with another student to a neighbouring classroom. Some students may need a reasonable adjustment to ensure that secondary behaviours do not lead to an escalation; these students are identified by the Senior Leadership Team and will be referred to an identified adult rather than a neighbouring classroom.

All detentions will take place in a classroom with a member of staff (or if on duty, with the staff member in their duty location).

Under current legislation (Education Act, 2006), teachers have a legal power to put students (aged under 18) in detention. What the law allows:

- Teachers have a power to issue detention to students/pupils (aged under 18).

- School must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. Education and Inspections Act 2006

- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. Any school day where the pupil does not have permission to be absent;
- b. Weekends - except the weekend preceding or following the half term break; and
- c. Non-teaching days - usually referred to as 'training days', 'INSET days' or 'non contact days'.

Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Attached SLT involvement

Either a serious one-off incident or multiple behavioural incidents (of any level) in a short space of time may result in a fixed term suspension. This will result in the student being placed on a stage of the code of conduct. If poor behaviour continues, the Senior Assistant Headteacher will decide whether a student moves up the code of conduct. Individual circumstances will be considered at all times and increasing levels of support will be put in place to support the student, in line with the school's graduated response to behaviour concerns. Examples are listed in the table below:

Code of conduct

The stages of the code of conduct are outlined below:

Level	Stage	Examples	Support
Below	All staff	Low level, rare, one-off behaviours. Dealt with by staff affected at the time.	Verbal warnings/support. Detentions/restorative conversations Parent involvement
1	Assistant Headteacher review	Fixed term suspension One off incident Persistent disruption	Re-integration meeting with parents and Assistant Headteacher: Following screening tools may be completed if appropriate: <ul style="list-style-type: none"> • Strengths and Difficulties Questionnaire • GL assessment • GL PASS assessment • Quick checker completed by identified staff using Somerset Graduated response tool

			<ul style="list-style-type: none"> Careers and goal setting meeting held <p>Pastoral Support Plan may be completed if appropriate.</p> <p>Identified interventions in place following graduated response tool.</p> <p>Key worker identified.</p> <p>Early Help Assessment offered if appropriate.</p>
2	Senior Assistant Headteacher Review/ Deputy Headteacher Review	Repeated fixed term suspensions One off incident (serious) Persistent disruption	<p>Re-integration meeting with Senior Assistant Headteacher</p> <p>Pastoral Support Plan review</p> <p>Early Help Assessment offered/provision reviewed</p> <p>Consideration for referral to APEX Centre.</p> <p>Consideration for referral to partnership panel.</p> <p>Intervention & support reviewed.</p>
3	Headteachers Review	Repeated fixed term suspensions One off incident (serious) Persistent disruption	<p>Re-integration meeting with Deputy Headteacher/Headteacher</p> <p>Managed transfer considered</p> <p>APEX considered</p> <p>Partnership place at PRU considered (KS 4)</p>
4	Governors Review	Repeated fixed term suspensions One off incident (serious) Consideration of permanent suspension	Governors Disciplinary panel with Senior Assistant Headteacher and Headteacher. Headteacher to lead. Permanent exclusion/alternative provision considered
5	Permanent Exclusion		

Boarding

Behaviour in Boarding

Where possible the aim is always to deal with incidents from the day, and those during boarding time separately, however this is not always possible or desirable. Where possible the support/consequence will be related to the behaviour shown. A staged approach is also used moving from below levels to level 3s.

Level	Examples	Possible Support/Consequence
Below	Low level, rare, one-off behaviours Breach of dress code One off lateness One off inappropriate comment (not directed towards staff/students)	Verbal warnings/support. Teachable moments/coaching Restorative conversations Peer mediation
1	Loud, rude, shouting type behaviour Running / rushing about inside Playing loud music Minor damage to property Repeat breach of dress code Repeat lateness	Verbal warnings/support. Teachable moments/coaching Restorative conversations 'Time out' period taken to reflect on behaviour Redirection of time and or efforts to a specific task(s) Peer mediation Loss of privilege
2	Persistent breaking of rules Boisterous behaviour Name calling towards peers Negatively impacting peers with actions and or communications Challenging / questioning staff decision making in an inappropriate manner Unknowingly bringing the school into disrepute especially through online activity Indirect use of offensive language or gestures Refusal to carry out member of staff's instructions	Restorative conversations/action. Extended period of reflection 15 min - 30 min located near to staff or separate location away from peers Redirection activity for a set time Community service 15 min - 30 mins Loss of privilege for short amount of time Reflection document
3	Rudeness and/or offensive conduct towards member of staff Antisocial behaviour Physical assault Using prohibited items Swearing at staff Using school computers to access indecent or offensive material Wanton vandalism	Parent involvement / contact Limited to time out area for extended period Limitation/removal of technology Reflection document Intervention work Restorative conversations/action Extended community service Limitation of location(s) Reflection with boarding leadership

	Deliberate refusal to cooperate with staff resulting in endangering the health and safety of oneself and/or others Threatening behaviour Knowingly bringing the school into disrepute especially through online activity Sabotage of safety equipment Sabotage of IT network Persistent and/or targeted homophobic, transphobic, racist or sexist behaviour Distributing racist or offensive materials	Possible FTS
Repeat level 3 behaviour (SLT to discuss and action)	Repeated level 3 behaviour Serious one-off incident	FTS Suitability for boarding considered

Mitigating and Aggravating Circumstances Mitigating circumstances: will tend to reduce the seriousness of the behaviour Aggravating circumstances: will tend to increase the seriousness of the behaviour	
MITIGATING CIRCUMSTANCES	AGGRAVATING BEHAVIOUR
Behaviour One-off or spur of the moment No previous behavioural problems Acting out of character Behaviour has stopped at point of investigation Behaviour is occurring exclusively out of school Although acted as part of a group, played a lesser role Acted only as a result of bullying or other peer pressure	Behaviour Patterns of behaviour Targeted or premeditated Recklessness of behaviour Deliberate but more prolonged, persistent, repeat or reckless behaviour Behaviour was against protected characteristics (e.g. Offence was of a homophobic, transphobic, racist or sexist nature) Acting as part of a group Pressuring others to offend, or covering up for others Intimidation of victims or witnesses Actions bring the school into disrepute
Attitude Apologises to victim/s Where there has been a financial loss, offers to make compensation Offers to make restitution or take part in restorative justice activity	Attitude No acknowledgement of wrongdoing despite clear evidence Student appears to be indifferent to consequences Boasting about behaviour

	Filming or publishing media or comments about the incident(s)
Student New student in school Student is from a vulnerable group e.g., Asylum Seeker, or looked after student Behaviour arising out of special educational needs, medical condition or disability Age and understanding of the student No previous support put in place	Circumstances Whilst on a school trip Breaking into school premises Bringing outsiders on to school site to carryout antisocial or illegal behaviour Committed on school site whilst already suspended Under the influence of drugs or alcohol Use of weapons Age and understanding of the student Previous support that has been put in place Breach of school contract
Family •On-going family pressures or other stressors or major changes •Death or imprisonment of close family member •Mental health of parents •Domestic violence •Discloses child protection concerns	Victim Directed at teaching or support staff Victim is from a vulnerable group, e.g. Asylum Seeker, looked after student, disabled, SEN, LGBTQ+ Refuses to see point of view of victim

A number of behaviour management strategies and actions are detailed below that are to be used in line with the behaviour management policy, to provide a range of suitable outcomes for both negative and positive behaviour choices by students.

Behaviour Consequences

- Limitation of Location - eg, bedrooms / Clusters / common rooms / Boarding House/ dining hall / common room/Boarding Office / House Office
- Time Out - eg, re-focus / complete task / self-soothe / reflection document
- Community Give Back - eg, litter picking / tidy area / organisation task that help the community / supporting other students
- Removal/limitation of the use of Technology - eg, mobile / tablet / computer
- Limitation of specific privileges - eg exeats / facilities use / unsupervised areas / movie nights / free time

Rewards

- Merits
- Boarder of the Week (awarded to an individual in each year group who has demonstrated one or more of the 3 R's or boarding principles and objectives) - certificate/chocolate bar
- Room of the term (awarded to all students in one bedroom who may have eg shown a community contribution/awareness and or increased effort levels and cohesion) - movie/takeaway / drinks/ ice cream meal in a common room during a weekday prep session.

Positive postcard / email home to parents highlighting positive behaviours and or attitudes shown during a period of time.

Staff Responsibilities

All Staff

Staff must always be positive role models. Staff should model the behaviour we expect from students including punctuality, maintaining high standards of appearance, and treating members of the community with respect and dignity. All incidents of poor behaviour should be challenged, and the behaviour policy followed.

Teaching staff

All teachers must:

- Plan for positive behaviour
- Read when appropriate IEP's (Provision Maps) for individual students
- Get to lesson on time
- Register students
- Challenge disruptive behaviour
- Follow up incidents of disruptive behaviour with agreed sanctions and paperwork

House parents

All House parents must:

- Monitor behaviour in their house and report negative boarding behaviour using the necessary reporting procedures
- Read and analyse the behaviour log daily.
- Deliver quick, effective and appropriate sanctions.
- Work restoratively at all times
- Be a link with parents

Tutors

All tutors must:

- Engage with students in their tutor group in a supportive capacity
- Be the first point of contact with parents
- Read and analyse the behaviour log daily- ensuring constructive conversations with tutees around behaviour & achievement.

Senior Leadership team

All members of the Senior Leadership team must:

- Support staff and students in ensuring that behaviour at Brymore is positive.
- Work with colleagues to develop a range of strategies that promotes positive behaviour.
- Empower colleagues to manage behaviour.
- Deal with serious incidents as appropriate.

- Discuss behaviour concerns and graduated response as a collective; considering mitigating and aggravating factors, and taking into account the needs of each individual child.

Parents

All parents are expected to:

- Support the academy's' behaviour policy and code of conduct
- Support the academy in its use of rewards and consequences

Clear communication on behaviour issues with parents is critical. Children who struggle with their personal discipline benefit from a consistent approach at school and home. Simple agreements that give the child the same message have maximum impact- therefore, staff and parents will need to work in partnership. The most effective form of behaviour management occurs when parents/carers and school staff work together for the benefit of the child.

Parents/carers are encouraged and supported to take responsibility for the behaviour of their child. Partnership between parents/carers and the school is promoted in order to assist in maintaining high standards of desired behaviour and promoting rewards. Parent/carer contact with the school is actively encouraged in order to raise any issues arising from the operation of this policy. We encourage parents/carers to contact us if they have concerns about behaviour in the school.

Governors

All governors must:

- Support the agreed behaviour policy
- Regularly review the policy
- Acknowledge the achievements of the staff in managing behaviour issues
- Attend the Discipline Committee when appropriate

Students

Students must:

- Get to class on time
- Enter the classroom quietly and settle quickly
- Bring correct equipment to lessons
- Follow classroom procedures: Sit where told, Not interrupt the learning of other students, follow instructions by all members of staff (without arguing)
- Listen attentively and not shout out
- Not use inappropriate language
- Listen to others' ideas and work together
- Care for their academy environment
- Show respect to all staff, at all times

- Acknowledge that they are responsible for their own behaviour and actions
- Use ICT appropriately
- Treat each other with respect at all times

Boarding

All Staff

Staff must always be positive role models. Staff should model the behaviour we expect from students including punctuality, maintaining high standards of appearance, and treating members of the community with respect and dignity. All incidents of poor behaviour should be challenged, and the behaviour policy followed

Non-negotiable: All staff are expected to:

- Challenge disruptive behaviour
- Be on time for duty
- Follow procedures as clearly defined in the boarding handbook
- Follow up incidents of disruptive behaviour with house sanctions and paperwork
- Be aware of emergency procedures as laid out in the Boarding handbook
- To have read the boarding handbook
- To engage the students that you are caring for

House parents are expected to:

- Monitor behaviour in their house and report negative boarding behaviour using the necessary reporting procedures
- Read and analyse the behaviour log daily.
- Deliver quick, effective and appropriate sanctions.
- Work restoratively at all times
- Be a link with parents
- Maintain a calm and relaxed atmosphere within the boarding house at all times
- Maintain a caring and nurturing atmosphere within the boarding house at all times
- Put on activities as and when necessary during weekends and sometimes in the week
- Be on time for duty

SLT attached to Boarding Houses are expected to:

- Support staff and students in ensuring that behaviour in boarding house is positive.
- Work with colleagues to develop a range of strategies that promotes positive behaviour.
- Empower colleagues to manage behaviour.
- Deal with serious incidents as appropriate.
- Help with the prep and the bedtime procedures in their attached house.

Head of Student Welfare is expected to:

- Lead behaviour across the boarding houses
- Support staff and students in ensuring that behaviour in the boarding houses is positive.
- Work with colleagues to develop a range of strategies that promotes positive behaviour.
- Empower colleagues to manage behaviour.
- Deal with serious incidents as appropriate.

Students are expected to:

- Follow boarding procedures and the sanctions for unacceptable behaviour
- Not use inappropriate language
- Listen to others' concerns and feelings
- Care for their academy environment
- Show respect to all staff, at all times
- Acknowledge that they are responsible for their own behaviour and actions

Suspensions

There are three categories of suspension:

Internal

The student works in isolation from their peers, for the day or days of the suspension. As sanction, internal suspensions are used for relatively serious incidents or persistent misbehaviour and are authorised by the Senior Leadership Team.

External

Students are suspended from being in the academy or on the academy site for a specified number of days. External suspensions are only used for serious breaches of the academy's code of conduct or for individuals who persist in breaching the code of conduct. These can only be sanctioned by the Headteacher, or the most senior member of staff in his absence.

Permanent (including unsuitability for boarding)

Students who are permanently excluded are removed from the academy role and are no longer permitted to attend the academy. Permanent suspension is only used for the most serious or persistent cases where it would be untenable for the student to remain at the academy. From the sixth academy day of a permanent suspension, the Local Authority is responsible for ensuring that suitable full-time education is provided. Only the Headteacher can authorise a permanent suspension.

It is a legal requirement that externally and permanently excluded students may not be in any public place during the academy day for the first 5 days of suspension,

without reasonable justification. These justifications might be: medical appointments previously made or emergency situations that require the presence of the excluded student.

Permanent suspension will result if a student persistently disrupts the learning of others, either inside or outside the classroom. A permanent suspension will also result for serious one off offences such as: threatening or violent behaviour towards a student or member of staff, supplying / dealing / selling drugs or continued (more than once) drug misuse. This list is not meant to be exhaustive and the decision to permanently exclude a student is not to be taken lightly, and the needs and rights of the individual must be balanced against the needs and rights of the whole academy community.

Please also see the Suspension policy on our website:
<https://brymoreacademy.co.uk/about/policies-new-page/>

APPENDIX 1

“Planning for Good behaviour”

Good lessons promote good behaviour

All students have the right to learn. It is the role and responsibility of the teacher to ensure this happens.

All teachers should:

- Produce seating plans where necessary
- Get to lessons on time
- Greet all students positively
- Establish clear routines
- Register - using lesson monitor
- Be prepared for the lesson
- Praise students for positive behaviour / work
- Deal with primary behaviours (see below for definition)
- Be consistent when using praise and sanctions
- Give clear signals when you want silence
- Move around the room regularly
- Separate the behaviour from the student
- Model how to put things right

Features of a good lesson include:

- Calm entry and exit
- Lesson objectives made explicit and understood
- High expectation and challenge
- Instructions and explanations are clear and concise
- Variety of activities linked to different learning styles and Bloom’s taxonomy
- Independent and interdependent learning encouraged
- High standards of behaviour are expected
- Poor standards of behaviour are challenged

Staff guidance on behaviour management

Staff are often faced with incidents which need dealing with there and then. For such occasions guidelines about what you might do and where to get advice may help.

With some students you may have to be firmer when dealing with their disruptive behaviour. Accept that you have the right to set firm limits and ask for assistance from senior colleagues.

With others you may need to be more positive. You will need to determine motivators which will be of influence - for instance, an attention-seeking student could earn personal time with you.

Respond and act as soon as possible on your concerns. *Employ the principle of certainty not severity. In this way your authority will remain credible and intact and anything you do in future will be viewed as having influence*

Be firm and calm but persistent. *Calm, controlled voice with repetition, if required.*

Be Positive

Give students positive outcomes:

"Walk" in preference to "Do not run"

Affirm your expectations that the correct behaviour will follow:

An instruction followed by "Thank you" give a positive affirmation of expectation.

Give choices

Giving a choice creates fewer opportunities for confrontation as the student has some ownership of the outcome.

"You can choose to calm down or you can choose to be sanctioned"

"You can choose to listen to me or not, but there will be consequences - are you ready to accept those consequences?"

Deal with Primary Behaviour

Students will sometime argue with a decision or an instruction. Deal first and foremost with the primary matter. Secondary responses can be dealt with later.

Primary Behaviour - *Student is getting stressed*

(Care staff) - "Calm down and talk to me about it. Thank you!"

Secondary Behaviour

(Student response) - "I'm only messing about!"

Possible teacher response "Maybe that is the case. And I need you to calm down now, Thank you"

- Avoid hostile remarks this can be very threatening and confrontational.
- Never strike a student.
- Never swear at a student.
- Avoid humiliation.
- Always follow through any stated consequence.
- Say what you mean and mean what you say.
- Plan appropriate consequences.

Strategies to help with non-disruptive and disruptive behaviour

1. Non-disruptive off task behaviours, for example:

- Looking out of the window
- Day dreaming
- Putting head / arms on desk

Range of strategies

- Mention name
- Physical proximity
- Proximity praise of other students
- The stare

2. Disruptive off task behaviour, for example:

- Shouting out
- Talking when should be silent
- Pushing and shoving
- Out of seat

Range of Strategies

- Reminder of academy rules / class expectations etc.
- State the desired behaviour in a positive manner - "listen while some is speaking"
- Tactically ignore poor behaviour and praise those around
- Seating plans
- Use of "what should you be doing?" or "what have I asked you to do?"
- Remind students of consequences to actions
- Use behaviour objectives with lesson objectives
- Say 'Thank you' after giving instructions

Range of Strategies - Evening/Weekend

- Reminder of boarding house rules
- State the desired behaviour in a positive manner
- Tactically ignore poor behaviour and praise / reward those around
- Use of "what should you be doing?" or "what have I asked you to do?"
- Remind students of consequences to actions
- Say 'Thank you' after giving instructions