

## **BFC Community Trust**

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# **Behaviour For Learning Policy**

## **January 2024**

### **Policy Consultation & Review**

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children are referred to BFC School.

The policy is referred to all staff (including temporary staff and volunteers) at induction.

This policy will be reviewed in full by the Trustees on an annual basis. This policy was last reviewed and agreed by the Trustees in January 2022.

Signature

Head of School

Date:

Signature

Chair of Trustees

Date:

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## **Introduction:**

BFC School seeks to create an environment that encourages and reinforces our core values. Good behaviour is integral to this and is important in both the educational setting and the world of work.

## **1 Aims:**

### **1.1 The school aims to:**

- Create an environment which encourages, reinforces and rewards good behaviour.
- Define boundaries and acceptable standards of behaviour.
- Encourage consistency of response to both positive and negative behaviour.
- Promote self-esteem, self-discipline, resilience and positive relationships.
- Ensure that the school's expectations and strategies are widely known and understood.
- Encourage the involvement of both home and school in the implementation of this policy.

## **2 Standards of Behaviour:**

2.1 The students bring to BFC School a range of behaviour patterns affected by self-awareness, home values and circumstances, to name a few. At the school we must work towards standards of behaviour based on the fundamental principles of honesty, respect, consideration and responsibility. It follows that positive standards of behaviour are those that reflect these principles.

2.2 In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than targets which are either fulfilled or not. The school has a central role in the students' social, emotional and moral development just as it does in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the student's developing ability to conform to our behavioural goals.

## **3 School Ethos:**

3.1 The adults encountered by the students at the school have an important responsibility to model high standards of behaviour, both in their dealings with the student and with each other, as their example has an important influence upon the student. These are upheld in the Teachers Standards and Support Staff Standards.

### **3.2 The school and its staff aim to:**

- Create a positive climate with realistic expectations.
- Promote academic success and ensure a positive progression from the student's baseline targets and results achieved at the school.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring, nurturing and effective learning environment.

- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all, regardless of age, gender, race, religion, ability, sexual orientation and disability.
- Show appreciation of the efforts and contribution of all parties.

Please note that Reasonable Adjustments will be made to this policy by the SLT in order to ensure that a student is not disadvantaged or punished for displaying traits of SEND, in line with the Equality Act (2010).

#### **4 The Curriculum and Learning:**

- 4.1 We believe that an appropriately structured curriculum and an effective learning environment contribute to good behaviour. Through planning for the needs of individual students (pupil profile), actively involving them in their own learning, using appropriate teaching methods and offering structured feedback we aim to avoid any alienation and disaffection which can lie at the root of poor behaviour. Praise should be used to encourage good behaviour as well as good work.

#### **5 Behaviour Management:**

- 5.1 Avoiding confrontation is a key aspect of behaviour management. Staff will be trained in the need to de-escalate incidents.

It is recognised that in some rare situations these techniques will not be effective and physical intervention may be necessary and appropriate. Please refer to school Restrictive Physical Intervention Policy. The headteacher is appropriately trained in Team teach.

6. Lesson and break time behaviour is monitored via our online points tracker system (Dojo).

#### **7 Rules and Procedures:**

- 7.1 Before starting at BFC School, students and parents/carers meet with us. At this meeting our Rules and Expectations (Appendix 3) are explained and a Home/School Agreement is discussed and signed (Appendix 5). Students are encouraged to discuss the reasons why they will be attending the school and are encouraged to make a 'Fresh Start'. The student's aspirations, interests and personal history are discussed and are used as a basis for curriculum planning and timetabling.

#### **7 Rewards:**

- 7.1 Our emphasis is on rewards to reinforce positive behaviour and academic achievement, rather than concentrating upon failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued.
- 7.2 Our rewards programme is linked directly to Dojo. Similarly, to our sanctions structure it escalates in set levels. Students are awarded points in every subject from the staff teaching/supporting in the classroom each lesson.
- 7.3 At BFC School we will encourage all students to be aspirational, considerate, industrious and to make a positive contribution by recognising and rewarding their efforts and achievements across a range of factors.
- 7.4 Throughout each day students will be awarded points from school staff which track several areas of performance, including behaviour, attitude, application and progress on a weekly basis.
- 7.5 Success, be it academic, social, behavioural or cultural, will be celebrated in a variety of ways including individual and collective awards where recognition is given to collaboration and working together for the common good.
- 7.6 BFC School will look to achieve this through a tiered system where all staff and all students can participate actively.
- 7.7 All recognised positive behaviour and rewards will be recorded on Dojo, with points relating directly to half-termly rewards.
- 7.8 Points will also be awarded for students on work experience as they are in on-site provision. A range of certificates and other recognitions of success are reviewed with the students weekly and through phone calls home.

## **8 Sanctions:**

- 8.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent. The use of sanctions should be characterised by certain features: -
- It must be clear why the sanction is being applied.
  - It must be made clear what changes in behaviour are required to avoid future sanction.
  - Group punishments should be avoided as they breed resentment.
  - There should be a clear distinction between minor and major offences.
  - It should be clear that it is the behaviour, rather than the person, that is being addressed.
  - Staff must remain calm at all times.
  - Staff must ensure that their tone and volume is not confrontational. The aim of staff involvement is always to deescalate any situation.
- 8.2 Most instances of poor behaviour are relatively minor and can be adequately dealt with through the points system or early stages of the behaviour triangle. It is important that the sanction is not out of proportion to the offence.
- 8.3 Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and nature of provision, can help address and remedy underlying causes, in partnership with the Commissioning School. School procedures will take place to eliminate these elements as contributory factors. Additional specialist help and advice from outside agencies can also be accessed.
- 8.4 The Head of School, alongside the commissioning school headteacher will make ultimate decisions on suspensions which have escalated to beyond the behaviour systems steps.
- 8.5 There is gatekeeping at all stages of sanctions. The system must remain consistent but must also be flexible enough to adapt to students' individual circumstances as required. However, it must be stressed that any adjustment to a sanction being or having been set must be taken incredibly seriously and must be totally justified by SLT.
- 8.6 All poor behaviour that is met with a sanction must be recorded on student chronologies in line with the behaviour triangle system.
- 8.7 Consistency is important but our behaviour processes also provides opportunities to be flexible around the sanction selected. The most appropriate sanction(s) from each stage will be decided according to the incident and student involved. This will usually be as a result of a discussion with a member of SLT. A tiered exclusion system will be used to help staff judge the severity of the incident and the length of time a student should be suspended for.

## **9 Communication and parental partnership:**

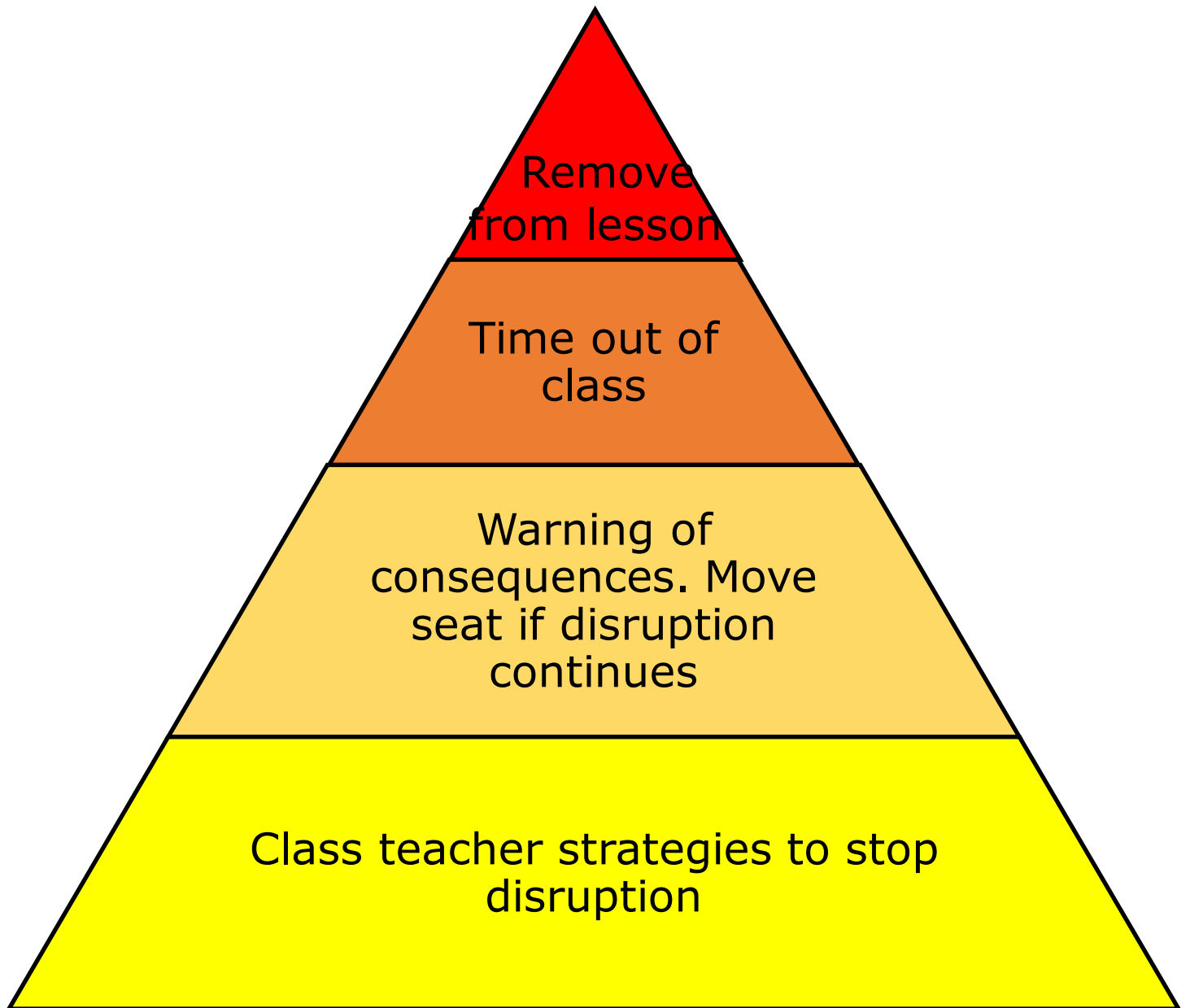
- 9.1 We give high priority to clear communication within the School and to a positive partnership with parents/carers, since these are crucial in promoting and maintaining high standards of behaviour.
- 9.2 Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the School are aware of those concerns, and of the steps which are being taken in response.
- 9.3 All staff have responsibility for the student's welfare. Early warning of concerns should be communicated during staff briefings. This enables strategies to be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.
- 9.4 Teachers will make a phone call home, when appropriate, to inform the parent/carer of the student's behaviour that week and discuss any behaviour improvement targets for them for the following week. Depending on issues arising some parents/carers may be receiving daily phone calls (positive/negative).
- 9.5 Parent/Carer participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the School requires their support in dealing with difficult issues of unacceptable behaviour.
- 9.6 The school will communicate the Behaviour Policy, rules and expectations to parents/carers at induction. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation to bring the student back on track before issues can escalate further.
- 9.7 Parental support will be sought in devising a plan of action within this policy, and any further disciplinary action will also be discussed with the parents.

## **10 Communication and Commissioners/Local Authorities:**

- 10.1 Unless there are issues of significant and immediate concern, which result in a student being suspended from school, communication with commissioners will be half-termly.
- 10.2 SLT and Pastoral Support will be the line of communication with commissioners. Student progress will be communicated to each organisation in one report, in the form of a written report. Daily contact, where needed, will be communicated via phone or email if the named link member of staff from the commissioning school is unavailable.

10.3 SLT have fostered a high level of communication between all commissioners and the BFC School. Lines of communication will be open at all times and this two-way information-sharing will be key in the development and progression of the school.







## Reflection Form

Name: .....

Date:.....

Lesson: .....

Staff:.....

**Reflection 1:** What did I do?

**Reflection 2:** What did I do?

**Reflection 3:**

What did I do?

What will I do to prevent this happening again?

## Rules and Expectations of Students

The following sections will be presented and displayed in several formats around school (handouts/posters/displays etc.) and referred to regularly with students.

### **Rights and Responsibilities at BFC School:**

- You have the *right* to a good education and high quality teaching.
- You have the *responsibility* to be the best learner you can be and to help others to learn.
- You have the *right* to be treated with respect and treat others with respect.
- You have the *right* to feel safe. No one should physically or verbally threaten or hurt you.
- You have the *right* to fair treatment and to treat others fairly.

### **Rules at BFC School.**

- Follow all instructions from adults
- Arrive on time
- Look after your own equipment
- Be appropriately dressed
- Keep hands, feet, objects and hurtful comments to yourself
- **Respect our staff**
- **Respect each other**
- **Respect our Facility**

### **Routines at BFC School**

In every classroom, in corridors, in the outside areas and other places we may visit on a regular basis, staff will explain and display the particular routines that are needed to ensure good learning and safety. For example, in classrooms staff will want you to follow seating plans and adopt appropriate sound levels. In the corridors you must walk.

As a student, make sure that you are aware of and follow these routines – if you are not sure what to do ask a member of staff.

### **Rewards – when you make good choices you can expect:**

- Staff to follow the rewards system of the school.
- Verbal praise and encouragement.

- Phone calls/Letters and postcards sent home.

### **Consequences – when you make poor choices you can expect:**

- Escalation of consequences.
- Certainty of a sanction.
- Fairness.
- Your behaviours to be recorded as part of your ongoing chronology.

### **Behaviour which would cause concern:**

- Failure to listen, eating outside of allocated dining space/time, low level disruptive behaviour (including out of seat), failure to complete work, late to lesson, littering, not prepared for lesson, no equipment, lack of attention, lack of courtesy/unkind comments to other students/staff, minor uniform issues.
- Any of the above repeated, disruptive behaviour, work not completed, poor behaviour in corridors, misuse of school equipment, running in corridors.
- Any of the above repeated, damage to property of school or student, major piece of work not completed, interfering with other students' work, refusal to comply with instructions, leaving class without permission, persistent interruption, swearing, internal truancy, possession of a mobile phone, graffiti/tagging, inadequate work.
- Any of the above repeated, aggressive behaviour towards staff, aggressive behaviour towards another student, bullying, inappropriate use of IT, using of mobile phone (instant confiscation), external truancy, persistently late, lying to a member of staff, major uniform issues.
- Any of the above repeated, smoking, On-Call call-out from Duty Staff, missed staff detention, theft, swearing, lewd behaviour, major damage to school property.
- Any of the above repeated, homophobic bullying/harassment/ abuse, use of illicit substances, assault on a student, violence to adult/students, threatening behaviour to student/adult, object aggression, racist incident.

### **Stage 4 - Bullying/Intimidation:**

Any written, verbal or physical intimidation or gesture that is intended to inflict emotional injury and is done so through the intentional abuse of power such as teasing, threatening, or taunting, that is initiated by one

or more individuals of relatively greater status of power (by virtue of their numbers or size) against a victim of somewhat perceived lesser status or power. If physical contact occurs, log under Physical Aggression.

### **Stage 5 – Theft:**

Taking any item that is not theirs without permission and without the obvious intention to return it.

### **Stage 6 – Dangerous, Aggressive/Threatening Behaviour Towards a Person:**

Exhibiting one of the following (or similar) behaviours that have the potential to cause harm to another person. If the behaviour is exhibited with the intent to abuse power, record as bullying:

- a. Hitting – using a hand or arm with a closed or open fist to hit (make forceful physical contact) with another person.
- b. Kicking – using the foot or leg to kick or hit another person.
- c. Head-butting – using the head or face to hit (make forceful physical contact) with another person.
- d. Scratching – using the nails of the feet or hands to break the skin of another person.
- e. Pinching – using the fingers to squeeze another person's skin hard enough to cause pain.
- f. Biting – using the teeth or gums to make contact with another person's body or clothing.
- g. Pushing – using any part of the body to forcefully contact another person's body.
- h. Throwing objects – throwing an object that is not intended to be thrown that lands within two feet of another person.
- i. Hair Pulling – using any part of the body to grip and pull on another person's hair.
- j. Spitting – any instance of saliva leaving the mouth of a student (excluding while the student is talking or yelling) with the saliva landing within one foot of a person and not directed at another object (i.e. if the student is holding an object between themselves and the other person).

### **Object Aggression – Exhibiting any of the following behaviours:**

- a. Throwing objects – any instance of a student throwing items that are not designed to be thrown with enough force that the object lands at least 3 feet from the student's body and is not intended to be thrown at another person.
- b. Breaking Objects – any instance of a student purposely breaking any item.

- c. Knocking over Furniture – any instance of a student purposely knocking over a piece of otherwise stable furniture.

Appendix 6

## **Home School Agreement**

### **The BFC School Agreement**

Working together will ensure success.



**Parents/Carers need to:**

- Support BFC School staff to ensure there is a consistent message and approach to behaviour management at home.
- Maintain a good level of communication with the staff at BFC School.

**BFC Staff need to:**

- Give all students a fresh start.
- Provide a programme and curriculum which best meets the student's needs.
- Communicate effectively with students, parents, carers, teachers and other professionals.
- Provide a safe environment for everyone in which to support students through difficulties.
- Support students in their next steps towards school, college, training or workplace.
- Provide regular reports and feedback on a students' progress.

**Students need to:**

- Treat people fairly and with respect.
- Treat the school and the things in it with respect.
- Allow others to learn.
- Achieve the best results possible.

Signed	Parent/carer	Date	
Signed	BFC School	Date	
Signed	Student	Date	

## Protocols and Procedures for Staff

### 1 ***"A student has refused to come into my lesson or has left my lesson, what should I do?"***

- a **1:2:1 Learning** - Where they are the only student in the lesson it is the teacher's responsibility to monitor that student at all times and do everything possible to return the student to their lesson. If, after using all of your professional skills, the student still refuses to return you may request a member of support staff to continue monitoring the student (if one is available) but you must regularly check back on him/her. You must inform the person on-call/ SLT that the student has left the room but this does not negate your role as the teacher. Your aim, as the teacher, is always to encourage the student to return back into the classroom to begin/continue learning.
- b **Group Learning** - If you have other students in the class and a member of support staff, you must instruct the member of support staff to monitor the student who has left whilst you, as the teacher, remain with the class taking on any of the member of support staff's responsibilities. Put simply, in this situation you must stay with the rest of your students. The member of support staff must instruct whoever is on-call, that a student has left the room but this does not negate their role as responsible adult with the student.
- c Continued non-compliance must be dealt with after the episode. It is important that you do not tell the student specifically what the consequence will be as this may be met with additional hostility or a remark of "Don't care!" which puts you at an immediate disadvantage. Remember, it is important that the student is told that their actions have been chosen by them and that there will be consequences. Repeatedly explain what the right choice would be and that there is time to turn things around. At the same time use your professional judgment to decide when to give the student some space but make this time limited i.e. "I will give you two-minutes to calm down and think about your actions but then we must return to the class." Ensure that you keep to this.
- d The Reflection Form(s) must reflect the episode. Even if the student returns to the lesson immediately this must still be recorded - leaving the lesson is not an option unless they have a valid reason to do so, e.g. the teacher feels it would be in the student/class interest for them to take some time-out.
- e If a student is given some time-out of the lesson (to 'cool-down' for example) they must be treated in the same way as leaving the class i.e. they must be monitored as above with the person on-call being informed.



## **2 “A student has walked off-site, what should I do?”**

- a. In the first instance (above) a member of staff should have followed the student out of the room.
- b. If the student goes out of the building but remains on-site or in the locality this should be treated as above in Protocol 1.
- c. Following school Security Policy guidelines for students leaving site without permission during the school day:
  - *Member of staff to inform Head of School or member of SLT, and main reception.*
  - *Head of School or member of SLT organises search of building and known places that the student may have gone to.*
  - *Main reception informed to contact site staff operating CCTV to check for student sightings, giving details concerning time student absconded and location they were last seen, so video continuity can be tracked.*
  - *If the student is not found, then all available staff to complete a more thorough sweep of the school and check the perimeter of the grounds.*
  - *If appropriate a call will be made for a second member of staff to deal with the incident alongside the original member of staff.*
  - *School office to phone the police when area has been fully checked if the student is not found.*
  - *School office to contact parents/carers and inform them of the situation.*
  - *Consideration will be given to whether the search should be extended beyond the school perimeter. This decision will be based on staff's knowledge of the student and on the levels of risk, and on what action is in the student's best interests.*
  - *Any staff who leave school grounds are to take mobile phone/radio to contact school.*
  - *Once a student has been found then the lead SLT member will use their professional judgement to outline the response towards the student and the support the student will need in the future.*
  - *A written report will be filed on the incident.*
  - *Member of staff to brief police and parents.*

- d. The member of staff reporting the incident must record this info on the students chronology. They are also responsible for recording any off-site issues.

### **3 “How do I record and report a behaviour incident?”**

- a. When a behavioural incident has taken place it must be recorded and reported at the earliest possible point. This must be done in accordance with the agreed Behaviour for Learning Policy). This must be recorded correctly using ‘the students chronology.
- b. The incident must be recorded in as much detail as possible on their chronology. **This must include both the behaviour type and an appropriate action.** A record missing one or the other will be referred back to you for completion.
- c. You may need to seek confirmation of the type of action required from a colleague or senior member of staff. This is understandable and good practice but does not negate your responsibility to record the incident so you may need to revisit the record later to complete it.
- d. If other members of staff were involved in the incident or you feel they may be important witnesses to the incident, you must make contact with them verbally or via email. You may want to work with them to complete the record or invite them to add to the record.
- e. If you add anything to someone’s record you must add your initials in brackets at the end of the comment.
- f. Once recorded you must report any negative incident to the student’s teacher and appropriate SLT during briefing, unless it is related to safeguarding. If it is related to safeguarding it must be reported immediately. They will need to know what action is required or has been taken.
- g. If the incident is either dangerous or persistent after numerous interventions then you must inform the headteacher, who will look at all the evidence and decide the next steps.

### **4 “A student is in my lesson but is not complying with the activity, what do I do?”**

- a. The priority is to keep the student in the classroom and manage the behaviour.
- b. Wherever possible there will be two members of staff in the room with a group at any one time. Use your professional judgment to decide on whom should spend time with them. In most cases this should be the member of support staff.
- c. Avoid asking questions such as “Why are you behaving like this?” or making judgmental comments such as “You are being stupid.”

- d. Always try to keep the conversation focused on the behaviour and not the student and explain what the student is missing out on and what the consequences of this will be  
e.g. "You still have time to turn this around and if we complete this work now we will then be doing the game at the end."
- e. Keeping the conversation positive and focused on the work where appropriate is preferred practice.