

Behaviour Policy

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Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to students.
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy and Care and Control Policy.
- The behaviour policy is understood by students and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Purpose

To create a positive, purposeful teaching and learning environment through:

- All staff understanding and feeling confident in their responsibility for the effective management of student behaviour.
- Encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect.
- Helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour.
- A system of rewards and graduated sanctions for students related to both academic progress, success and behaviour with the students being given opportunities to discuss and address their behaviour when appropriate.

Scope of this policy

This policy applies to all students when in or near the centre, travelling to and from the centre and on Educational Visits. Staff may discipline for any misbehaviour when the student is:

- Taking part in any centre-organised or activities at the centre or offsite organised by the centre for students during education time.
- Students travelling to or from the centre and in some way identifiable as a student at Blackpool Skills Academy.

Staff may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the centre or
- Poses a threat to another student or member of the public or could adversely affect the reputation of Blackpool Skills Academy.

The Blackpool Skills Academy Behaviour Code

Acceptable behaviour is communicated clearly to students on corridors and the outside areas and in classrooms/ workrooms or workshops.

PAUSE reminds us all of the most important rules and expectations of the Academy:

P = Punctuality to the centre and to lessons

A = Attendance at the centre

U = Understanding towards all in the centre

S = Safe & Sensible Behaviour

E = Effort to all aspects of study

CARE highlights our commitment to the BSA Family and how we expect students to conduct themselves around each other and staff.

Consideration And Respect for Everyone

Underpinning PAUSE and CARE are the following expectations:

- I will respect other people and their property including being always well-mannered and helpful
- I will follow the instructions of members of staff
- I will attend lessons on time and 'ready to learn'

Roles and Responsibilities of Stakeholders

The Governors

The Governing Body are responsible for setting the general principles and expectation of excellent behaviour. The Governing Body have a responsibility to hold Senior Leaders to account for the accepted standard of student behaviour.

All staff

All staff will follow the centre's published behaviour policy and consequence system. This will include referral systems being followed, support being applied, effective communication and parental contact and involvement.

The Head of Centre

The Head of Centre is responsible for ensuring behaviour standards are understood by staff, students and parents, and that staff consistently follow and apply these standards. The Head of Centre may delegate these responsibilities to members of the SLT.

Senior Leadership Team (SLT)

SLT are responsible for upholding high standards of behaviour throughout the school by maintaining a strong presence in classrooms, during transitions and during unstructured time. SLT will assume a high profile around school and be on hand to help if and when required. They should be a clearly visible presence at all times of the day, with particular attention given to the start and end of the day. SLT will assist in the supervision of the break-out room and the supervision of the higher-level situations in the centre.

SLT should also support classroom/ workroom or workshop delivery staff in carrying out their responsibilities. When students reach C4 on the consequence system a member of SLT will be responsible for issuing the sanction and ensuring that parents are kept fully informed.

Head of Department

(HOD) The Head/Assistant Head of Department is responsible for upholding high standards of behaviour within their department and supporting delivery staff in carrying out their responsibilities as well as dealing with students that reach C3 on the consequence system. Heads of Department will have an overview of students' behaviour across their department by analysing weekly data on the internal systems of behaviour in their department and intervene where necessary.

Delivery Staff

Matters of classroom/ workroom or workshop discipline are the direct responsibility of the delivery staff. Tutors are responsible for applying the Behaviour Policy and the Consequence System consistently and logging behaviour incidents and sanctions on the centres internal system. Their line-manager for classroom/ workroom or workshop issues is their Head or assistant Head of Department. Delivery staff will also create a positive learning environment and award students Reward Points for excellent work and behaviour.

Students

Students are responsible for their behaviour in the classroom/ workroom and workshop. Delivery staff are responsible for supporting and reinforcing this by establishing a positive climate for learning in their area and by applying the centres behaviour policy fairly, consistently and with common sense.

Mobile Phones

Students are not allowed to use mobile phones in the centre. Mobile phones should not be seen or heard or used in any way in the centre or on site including external activities. Failure to adhere to this will result in students being sanctioned and mobile phones being confiscated and returned at the end of the day. Sanctions will escalate for repeat offenders and parents will be asked to collect phones.

Reward Points

Reward Points will be awarded by staff and logged on the centres internal systems, to reward students who conform to our core values of PAUSE & CARE. This could include excellent work or modelling caring, helpful, and polite behaviour. Extra-curricular contributions will also be recognised by the allocation of Reward Points. Students will also be rewarded for their attendance, effort and performance in subjects contained in their Progress Reports.

Consequence System

Consequences are the route taken when a student's behaviour falls short of the Blackpool Skills Academy's expectations. The different stages of the consequence system are outlined below. At the C1 and C2 stage of the consequence system students are given the opportunity to reflect and amend their behaviour. As behaviour escalates sanctions are put in place. For more serious instances of behaviour students may be immediately placed on a higher stage of the consequence system.

When a behavioural incident warrants an investigation Blackpool Skills Academy will reach a decision, after careful consideration, based on the balance of probability. Underpinning this process is the impartiality and professionalism of the staff that deal with and investigate the incident.

We accept that receiving a negative phone call or letter is not a pleasant experience and can be upsetting. We also recognise that parents/carers may wish to ask questions or offer views regarding the application of this policy. However, the Blackpool Skills Academy will only reverse a decision if it is clear that an error has been made, not because a parent/carer disagrees with that decision.

Stage	Consequence to young person	Actions taken by Staff
Tutor uses classroom/workroom strategies to manage low level disruption.	Verbal warning	Member of staff responsible
C1 -Low level disruption not addressed by classroom/workroom strategies that have not worked.	Students are warned regarding low level behaviour.	Class Tutor
C2 -Disruption is sustained affecting delivery and learning.	Tutor addresses behaviour logged. Behaviour is discussed with student by Tutor. Non-compliance is followed up in first instance by the classroom/workroom tutor.	Class Tutor
C3 -Continued negative behaviour causing persistent disruption to delivery and learning or refusal to follow BSA's moral code OR immediate behaviour that needs "On Call".	Removal from lesson by a member of staff, will result in a call to parent/carer and the student's school.	Head of Department/Second in Department/Director
C4 – Higher level incident	HoD called. Student may be temporarily withdrawn from lessons pending investigation.	Head of Department/SLT/ Head of Centre. Behaviour logged as per direction of duty manager. Call to parent/carer and the student's school. Sanctions: <ul style="list-style-type: none"> • Inclusion • Inclusion for part of or the remainder of a day • Fixed Term Exclusion

Behaviour in unstructured time i.e. before the start of learning, at break/lunch and at the end of the learning day, including the local community, will also follow the same system.

Examples of behaviours at each stage of the consequence system – please note that this is not a prescriptive list:

C2 - Low level classroom disruption. Behaviour is logged by the tutor and student is warned that if behaviour persists, they will face a C3 and a sanction. e.g.

- Behaviour which disrupts the learning of other students
- Failing to complete work
- Disrespect to staff or student
- Failure to follow instructions after warnings

- Ignoring centre rules e.g. use of mobile phones or vapes in the centre

C3 – Repeated classroom/workroom disruption/refusal to comply which requires removal by/to HOD/ on call for remainder of lesson. Student fails to respond to behaviour strategies of tutor. Students continue to ignore centre rules after intervention.

C4 – Higher level incident – Inclusion, Partial Inclusion e.g. (This list is not exhaustive)

- Smoking
- Bullying
- Unsafe behaviour
- Spontaneous confrontation with student
- Bringing Blackpool Skills Academy's name into disrepute in community (dependent on nature of incident)
- Theft (depending on nature)
- Damaging centre property (depending on nature)
- Inappropriate language with intention of causing offence
- Failure to comply with BMP
- Selling in the centre for personal profit
- Refusing to follow instructions of a senior member of staff
- Refusal to attend a planned meeting
- Inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic, or sexual. (dependent on nature)

C4 – High level Incident –Exclusion e.g. (This list is not exhaustive)

- Serious assault /Premeditated fight.
- Inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic, or sexual.
- Serious threatening behaviour towards a member of staff.
- Aggressive defiance/Refusing to follow instructions from a senior member of staff.
- Bringing prohibited item into the centre.
- Repeatedly and consistently ignoring centre rules.
- Bringing Blackpool Skills Academy's name into disrepute in community (dependent on nature of incident)
- Theft (depending on nature)
- Damaging centre property (depending on nature)
- Making a malicious allegation against a member of staff

- Serious and ongoing bullying
- Selling in school and ignoring previous warnings

Inappropriate behaviour in unstructured time may be sanctioned at C2, C3 or C4 level.

The Behaviour Management Plan (BMP)

Students whose behaviour gives consistent cause for concern within the centre may be placed on the behaviour management plan. The purpose is to give students clear targets on how they should improve their behaviour whilst under a closer period of supervision. Classroom/workroom and workshop tutors will mark on the BMP logbook on BSA’s internal system whether the targets for improvement are being met and communicated daily with the student on their progress.

Parents/carers will be notified by the tutor or Head of Department if a student moves onto the BMP at any tier and agree to actively engage with weekly emails regarding the students’ progress on the BMP. Parents/carers will be required to attend a face-to-face meeting with the student’s school at the centre for a tier C BMP.

Movement through the tiers is only possible after a range of strategies available within a given BMP Tier have been tried, and after sufficient time has been given for the strategies to work. The minimum length of time on any tier should be two weeks unless there are exceptional circumstances. Students can move down the tiers as well as up. A review will take place after 2 weeks (or another agreed timescale) either by telephone or between parents/carers, student, the student’s school, and the member of staff managing the student.

Tier	Typical Behaviour	Manager
A	Low level misbehaviour.	Tutor Head of Department
B	Misbehaviour continues and escalates into more serious incidents.	Head of Department
C	No improvement after specified time and range of strategies used. Behaviour worsens.	Head of Centre/ member of SLT

Behaviour Improvement Plan (BIP)

Students whose behaviour still gives serious cause for concern will then be moved on to a Behaviour Improvement Plan. This will be agreed by the Head of Department in conjunction with the student and parents/carers and the student’s school will be informed.

Supervision of students on Behaviour Improvement Plans will be decided on a case-by-case basis. Students at risk of permanent exclusion will report directly to the Head of Centre or the Head of Department unless otherwise stated.

Recovery Room

Students may be directed to the recovery room for a period. Examples of circumstances where this would be appropriate:

- If withdrawal from a specific lesson is appropriate with eventual repair, rebuild and reintegration.
- Multiple C3s and consistent disruption to teaching and learning in a day.
- If students need to be separated from other students for a set period and need a quiet and calm environment.

Other Measures

Other possible support strategies or sanctions to address behavioural issues may include:

- Withdrawal from all lessons in the short term for students experiencing temporary issues
- Bespoke timetable to enable the student to reintegrate back into the centre
- Alternative days to those agreed, subject to parent/carer and school agreement.

Equalities Act 2010

Blackpool Skills Academy acknowledges its legal duties under the Equalities Act 2010.

Sexism and Sexual Harassment

Instances of sexual violence and harassment will be taken seriously as this is completely against the centre's ethos of CARE – Consideration AND Respect for Everyone.

Sexual Harassment includes unwanted conduct of a sexual nature – such as sexual comments, sexual jokes/banter or taunting, physical behaviour like interfering with clothes, or online harassment of a sexual nature.

Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

When dealing with such incidents Blackpool Skills Academy will assess whether the response needed will be to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Such incidents can be very emotive and complex. In certain circumstances where the incident is of a 'lower level' the centre's response will be aimed at changing the perpetrators behaviour and preventing repeat behaviour. This may include support from outside agencies as well as from within the centre.

In all cases Blackpool Skills Academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

If a sanction is needed, then the full range of consequences will be considered.

Blackpool Skills Academy will listen to the victim of any incidents before deciding on a sanction and any discussions will inform our response, but it should also be noted that the final decision regarding sanctions and actions taken rests with the centre.

Please refer to the Child Protection and Safeguarding Policy, Online Safeguarding Policy and Anti Bullying Policy for more information.

Students with special needs and/or social, mental, and emotional needs (SEND students)

Staff have a responsibility to read the SEND information regarding the students in their care, and plan accordingly for their learning and/or social, mental, and emotional needs.

In dealing with behaviour issues, reasonable adjustments will be considered for SEND students.

Fixed term exclusion

The decision to exclude a student is serious and is only taken as a last resort or where the breach of Blackpool Skills Academy rules is serious or persistent. The below are examples of where exclusion may be appropriate, but this is not an exhaustive list.

- Serious assault/premeditated fight.
- Inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic, or sexual.
- Repeatedly and consistently ignoring centre rules.
- Bringing Blackpool Skills Academy into disrepute in the community
- Theft
- Making a malicious or false allegation against a member of staff
- Serious and ongoing bullying
- Persistent Selling in school and ignoring previous warnings.
- Failure to comply with a reasonable request from a senior member of staff
- Breaches of health and safety rules
- Verbal abuse of staff, other adults, or students
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System'
- Wilful damage to property

- Homophobic or racist bullying
- Sexual misconduct
- Persistent defiance or disruption
- Persistent disruption to teaching and learning
- Other serious breaches of Blackpool Skills Academy rules

On returning to the centre from a fixed term exclusion, students together with parents/carers and a representative from the student's school must attend a re-integration meeting to address the behaviour that led to the exclusion and how future instances will be avoided. Students who do not complete the re-integration meeting successfully will not be re-admitted to the centre. Students returning to school from a fixed term exclusion may also complete part of their day in the Recovery Room as part of the reintegration process. Students may also be placed on a reduced timetable to assist their integration back into the centre.

Permanent exclusion

A decision to exclude a student permanently should only be taken as per the guidelines in the Department for Education Guidance for Exclusion from maintained schools, Academies, and student referral units in England September 2023.

Online Safeguarding - (see school policy for further details)

Whenever a student infringes the Online Safeguarding Policy such as cyber-bullying, the final decision on the level of sanction will be at the discretion of the Senior Leadership Team. This includes online safeguarding incidents which may take place outside of Blackpool Skills Academy but are linked to membership of Blackpool Skills Academy. All breaches of the Online Safeguarding Policy will be recorded and referred to the Designated Safeguarding Lead or Person, PCSO or Police.

Examples of sanctions are:

- Phones disallowed
- Fixed Term Exclusion

Searching, Screening & Confiscation

PLEASE NOTE THAT THIS SECTION IS CURRENTLY BEING UPDATED TO REFLECT THE LATEST GUIDANCE AND LEGISLATION

Under common law, schools have the ability (indeed the duty) to search and confiscate any items which they believe pose a danger or threat to students, or any other persons on school premises – this arises from the duty of care owed to students, and the fact that teachers are 'in loco parentis'.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search. We will inform the parent/carers and students school where alcohol, drugs or potentially harmful substances are found, though there is no legal requirement to do so. Complaints about screening or searching should be dealt with through the normal Blackpool Skills Academy complaints procedure. If a student agrees (and note the question of 'capacity' to give consent) then staff may search a student and

his/her belongings. If a student refuses, a search can only be carried out if it is reasonably suspected that a student has 'prohibited items' in their possession:

- Knives or weapons
- Alcohol
- Controlled or illegal substances
- Stolen property
- Tobacco
- Cigarettes and cigarette papers, e-cigarettes, and any associated items
- Fireworks
- Pornographic material/images which may require the searching of student phones or social media - Inappropriate images of any kind, e.g. violent images/videos
- Any article that has been or is likely to be used to commit an offence, cause injury or cause damage to property
- Items brought into the centre to be sold to other students

Screening is permissible, and schools can require any students to undergo screening – even if no reasonable suspicion that they are in possession of prohibited items. If they refuse, they can be asked to leave, and refused return until they comply.

Points to note re searching:

- Must be done by an authorised member of staff (staff can refuse to be 'authorised', they cannot be required to carry out a search of students).
- Staff member that conducts the search must be of the same sex as the student. In diverse circumstances students may be asked their preference as to which gender conducts the search.
- There must be another member of staff present as a witness, also of the same sex, if possible.
- Searches can only be carried out on school premises or where the staff have responsibility for the students (educational visits etc.)
- Cannot require the removal of clothing, apart from 'outer clothing'.
- Can ask the child to empty all pockets.
- Can search student belongings
- Reasonable force can be used, as required.
- No requirement to notify parents, either before or after the search.
- No requirement that staff be trained
- Staff will search if it is suspected that the student has any item banned by Blackpool Skills Academy's rules

- Staff will search if it is suspected that the student has an item(s) that is/are being sold by the student

- In the exceptional circumstances where it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older

- Police may be called to deal with any search if appropriate

Confiscation

Blackpool Skills Academy staff can seize any prohibited item found because of a search. They can seize any item they consider harmful or detrimental to school discipline.

Weapons must be handed over to the Police. Drugs should be handed to Police, unless there is a good reason not to. Any other prohibited items will be retained or disposed of as the centre deems appropriate.

Mobile Phones/Electronic Devices

The law allows mobile phones/electronic devices to be searched, and data to be downloaded and retained.

Data or files (including images or video clips) may be deleted if Blackpool Skills Academy believes there is good reason to do, so unless Blackpool Skills Academy is going to give the device to the police if it is believed the content is illegal.

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Parents/carers should be mindful as to their duty of care in ensuring that students do not view or access web sites that are not appropriate for their age. Almost all social media services require users to be at least 13 years of age to access and use their services. This includes Facebook, Snapchat, Twitter, Instagram, Musical.ly and Skype.

A copy of the data may be retained by Blackpool Skills Academy and recorded on the student file.

Use of reasonable force (see Care and Control policy)

All Blackpool Skills Academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Malicious allegations against students or staff

Blackpool Skills Academy views these extremely seriously and will always be investigated by the Head of Centre or a representative of the HoC, as referenced in Blackpool Skills Academy's Safeguarding Policy.