



Broadway Academy Policies

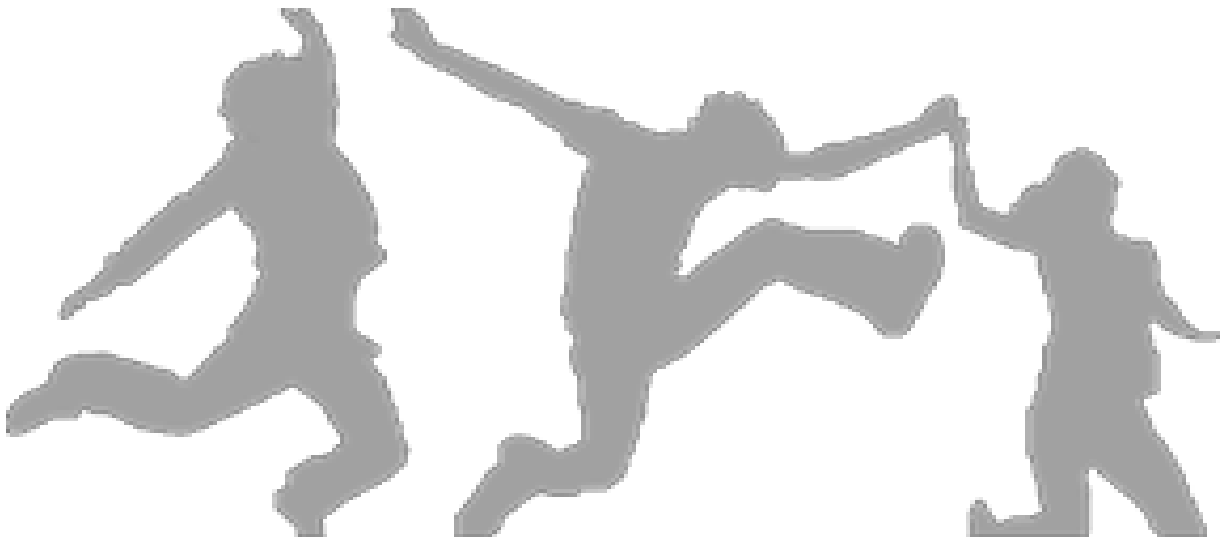
Our Children. Our Community. Believe it can be done!

Relationships and Behaviour for Learning Policy

Approved by: Full Governing Board

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1. Introduction

We prepare students for life.

We are an inner-city Academy, a very good Academy with circa 1300 students serving one of the most deprived wards in England. We are ethnically and culturally diverse and are 'comprehensive' in our intake. Our Academy motto is 'Our Children, Our Community, Believe it can be done.' We prepare students for life through a distinctive approach to education through a rich, exciting, and vibrant curriculum and the living out of the Academy values of: Integrity, Respect, Optimism, Responsibility, Appreciation, Aspiration, Generosity, and Inclusivity.

We have our own working farm and outdoor education centre, an hour away, we have extensive sports, arts, music, and extra-curricular programmes. We want students to love coming to Broadway, our aim is for them to feel safe and excel academically.

"Positive relationships in learning communities are central to the well-being of learners and staff and underpin an effective learning environment linked to higher attainment. It is strong relationships with adults that help learners feel a greater sense of belonging and connection. Research on connectedness in schools and on the specific qualities of in-school relationships shows that when learners feel that they are part of their learning community, they are more likely to engage in positive ways in learning and in the life of the community."¹

We encourage the whole Academy community to be hopeful and optimistic and relationship building is a responsibility of all Broadway employees. The Academy scripture verse is:

Philippians 4:8

Whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.

Broadway Academy operates within the parameters of the law.

The law: Section 78(1) Education 2002 Act:

(a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the Academy and of society, and

(b) prepares pupils at the Academy for the opportunities, responsibilities, and experiences of life

For pupils to make the most of Academy opportunities, we believe that good behaviour in and outside of lessons is essential. Our expectations of pupils extend to their behaviour when representing the Academy at all outside events, trips, visits, and sporting activities.

2. Overarching aims for Broadway Academy

1. To deliver an Exceptional Educational Experience through a rich and diverse curriculum

a. Ensure attendance is outstanding and maintain higher than national average.

b. Embed the 3Cs (Character Development, Curriculum Experience & Community Cohesion) into every aspect of the curriculum.

¹ <https://www.psychologytoday.com/us/blog/sense-belonging/202201/the-power-relationships-in-schools#:~:text=All%20relationships%20take%20time%20and%20effort%2C%20including%20ones,likely%20to%20engage%20in%20positive%20ways%20at%20school.>

- c. *Refine curriculum experience and enrich with extra-curricular programme with particular focus on outdoor education at Island Pool and Broadway working Farm.*
 - d. *Become a Centre of Excellence for Sports and Music*
- 2. To deliver exceptional teaching and learning that yields excellent outcomes for students.**
 - a. *Embed Teach Like a Champion and Barak Rosenshine's principles to deliver highly effective lessons with an appropriate balance of Knowledge, Recall and Application (KRA)*
 - b. *Home and remote learning continue to be key priorities across the Academy as core activities.*
 - c. *Continue to focus on embedding literacy skills to ensure all students can access the curriculum effectively thus produce excellent results, especially for SEND, Pupil Premium, Boys and More Able students.*
 - d. *The quality of learning will be evidenced through student work in books/folders.*
- 3. To continue to develop leadership capacity and wellbeing across the academy.**
 - a. *Maintain a sustainable, optimistic, and hopeful culture in the Academy.*
 - b. *Embed high-quality training and coaching by Line Managers and a tailored programme of CPD which is supported by Performance Management*
 - c. *Focus on prioritising tasks/action to support with workload thus staff wellbeing.*
 - d. *Further explore opportunities for Academy development*
- 4. To empower students to go beyond compliance to ensure behaviour continues to be exceptional.**
 - a. *Continue to support all staff in effectively managing students' behaviour, through appropriate training and CPD.*
 - b. *Embed the Broadway values into subject and pastoral curriculum to develop students' character, so that they take responsibility of their own behaviour in all areas of life.*
 - c. *Build on the exceptional safeguarding response to gangs, drugs and youth violence and ensure safeguarding goes beyond compliance across all areas of the Academy.*
 - d. *Ensure that all 9 aspects of the Equality Act are embedded across all areas of the Academy.*

3. Aims of the policy

We aim to:

- Provide a safe, secure learning environment, where all pupils may develop their full potential.
- Foster in each member of the Academy community, a sense of both self and corporate responsibility.
- Develop a moral code where pupils are able to distinguish right from wrong.
- Provide a clearly defined code of rewards and sanctions.
- Make each pupil aware of the consequences of his/her actions.
- Ensure all pupils are valued, recognising each has unique gifts and talents.
- Maintain the high standards of behaviour already in place
- Set the above in the framework of the Academy's Aims.

We expect high standards of behaviour from all pupils. We expect all at Broadway Academy, staff, and pupils, to treat others as they would expect to be treated themselves.

4. Objectives of the policy

Our objectives are to ensure that rewards and sanctions are applied fairly and consistently by everyone. Positive behaviour and consideration for others are encouraged by good example, praise and reward. Furthermore that:

- The Academy's system of support, rewards and sanctions is understood by the Academy community.
- Positive relationships are built between all members of the Academy community.
- All pupils have the opportunity to achieve their potential in a safe and supportive learning community where a culture of praise and achievement is valued.
- All staff, students and parents / carers are aware of the aims and objectives of the Academy
- The environment, curriculum and other aspects of the Academy's work promote good behaviour and that all staff follow the Academy's Relationships and Behaviour for Learning Policy.

5. Broadway Academy's Values

We:

- Are an inclusive and diverse Multi - Faith community based on teaching and living the Broadway values.
- Expect all members of our Academy community respect one another.
- Expect each of us to take responsibility for our actions and choices.
- Know positive pupil / teacher relationships promote excellent teaching and learning.
- Focus on the positive to promote the best in every pupil.
- Believe all behaviour is learned: we are committed to modelling positive behaviour to create mutual respect.

6. Strategies to Achieve Objectives

- An overriding professional approach to our shared vision.
- A shared and mutual understanding of the policy at all times for example in classrooms, in corridors, in the dining room.
- Agreed pupil expectations.
- Promote responsibility by encouraging pupils to reflect and to take responsibility for their actions.
- Raising awareness that with the right to learn goes the responsibility to build the environment in which this can take place.
- Encouraging parents / carers to take responsibility to ensure their child behaves well, attends regularly and punctually, completes assessments and homework and causes no harm to other pupils.
- Engaging parents / carers to communicate with the Academy through phone calls, meetings, and Arbor
- Ensuring teachers provide a classroom environment in which pupils feel secure and able to learn.
- Help pupils achieve their full potential by recognising achievement through praise, and rewards.
- Displaying the expected standards in every classroom, Ready, Respectful and Safe.

- Monitoring pupils who are not achieving their full potential.
- Being aware and taking account of individual needs and the strategies required to deal with them.

7. Principles

Broadway Academy recognises that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and students from learning are not acceptable.

The following principles are to be adopted if a whole Academy approach to a positive culture of behaviour management is to be successful:

1. An understanding, acceptance, and consistent implementation of the policy by every member of the Academy.
2. The **Relationships and Behaviour for Learning Policy** is a partnership between all members of the Broadway community.
3. A whole Academy approach recognises positive behaviour and de-escalates issues wherever possible: pro-action is more effective than reaction.
4. Self-discipline should be the ultimate aim for all Academy members.
5. Fairly and consistently and be appropriate to the breach of conduct.
6. Effective behaviour management avoids aggressive confrontation.
7. Rewards, praise, and recognition, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.

Other Academy documents which relate to and support this policy: -

- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Code of Conduct
- DEI (Diversity, Equality, and Inclusion) policy
- Exclusion/Suspension Policy
- Home Academy Agreement
- ICT Policy
- Homework Policy
- Mental Health Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Uniform Policy
- Suspension and Exclusion Policy

Please note: This is not an exhaustive list as other policies may also be relevant

8. Success Indicators

- Classrooms are purposeful environments where teachers can teach, and students can learn.
- Corridors are calm and students walk to where they should be in a purposeful manner.
- Behaviour management is consistent among all staff.
- All pupils know and understand the standard of behaviour expected.
- There is a reduction in sanctions imposed.
- Pupils take a greater responsibility for the Academy environment.

- Parents / carers are positively involved in their child's progress and behaviour.
- Pupils are happy and feel like they belong

9. Expectations

9.1 EXPECTATIONS AND RESPONSIBILITIES OF PUPILS

We expect our pupils to:

- Endeavour to maintain good relationships with all members of our Academy community.
- Respect themselves and all members of our Academy community.
- Take responsibility for their own behaviour, progress, and achievements.

9.2 RESPONSIBILITIES OF STAFF TOWARDS PUPILS

We expect our staff to:

- Follow the Relationships and Behaviour for Learning Policy consistently and fairly.
- Create a safe, caring environment in which all pupils are treated fairly and with respect.
- Provide positive role models and a challenging and relevant curriculum for all pupils.

9.3 EXPECTATIONS AND RESPONSIBILITIES OF ALL PARENTS / CARERS

We expect our parents / carers to:

- Support the Behaviour Policy.
- Ensure their child attends Academy regularly and punctually and that their child's education is not disrupted through taking holidays in term time.
- Support Academy and ensure that sanctions set by the teacher are completed e.g. detention
- Work with us to ensure their child achieves the optimum from their education.
- Adhere to the Home Academy Agreement.

10. Practice

10.1 Excellent behaviour will be promoted through the establishment of good relationships within the Academy community based upon mutual respect.

Assemblies, form time and all lessons play an important role in promoting the values and ethos of the Academy where courtesy, respect and good behaviour are the expected norm.

10.2 The Academy curriculum also provides opportunities for consideration of behavioural issues, in particular through the PDP programme, where issues such as tolerance, honesty, diversity, bullying, rights and responsibilities are addressed.

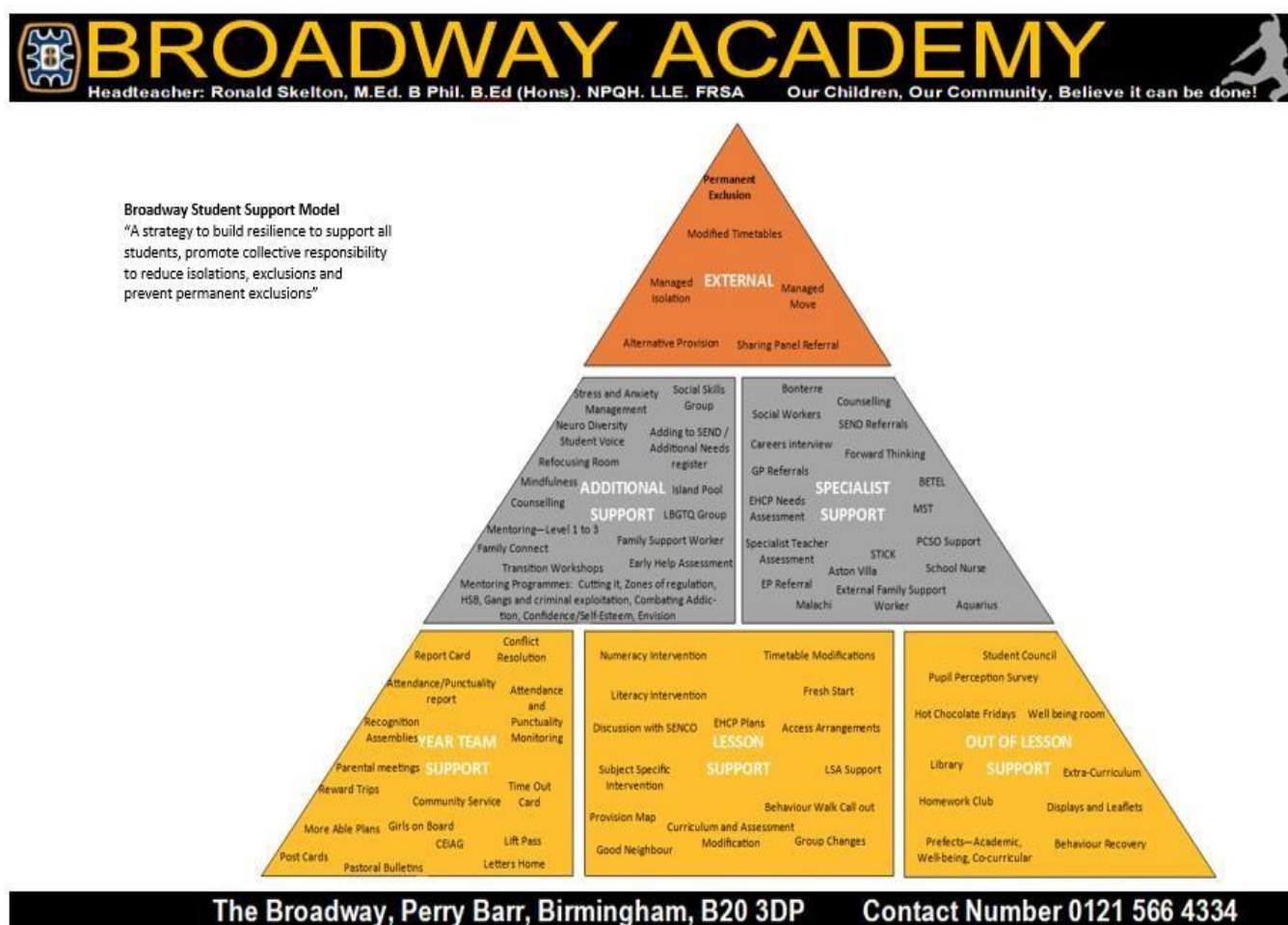
10.3 The provision of high quality teaching and learning, including a variety of teaching and learning techniques, careful choice of lesson materials and adaptive teaching strategies, will support good behaviour and enable pupils to learn effectively.

10.4 The Academy has adopted a behaviour management strategy that meets the specific needs of Broadway students.

Positive behaviour for learning in the classroom is the key to high standards of behaviour around the Academy. It also ensures an effective learning environment.

10.5 Whenever possible, staff should be at the classroom door to welcome the students in. All members of staff should expect and insist on the highest standards of behaviour.

- 10.6 Pupils who are experiencing behavioural and / or emotional difficulties will be supported through the Academy's pastoral system, counselling and multi-agency work as appropriate. The emphasis is always on supporting and improving the behaviour of challenging students as shown by the behaviour pyramid.



10.7 YEAR GROUP PANELS

The panel is an instrumental part of the graduated approach used to support students. Each week key stakeholders meet to discuss students and discuss strategies to manage their needs. This is achieved through the Plan, Do, Process.

Plan – the panel agree on the most appropriate intervention/strategy/provision to support the needs of the student or a group of students.

Do- the implementation of the chosen strategy/intervention/provision, with regular updates provided to the panel by the SSM to determine the impact and progress of the agreed strategy/provision/intervention.

Review- to determine the efficacy of the strategy/provision/intervention and decide on next steps for the student.

10.8 CONSEQUENCE SYSTEM AND LOGGING

Each member of staff has responsibility for upholding standards of behaviour in Academy, both within their classroom and around the Academy site. Staff are provided with on-going CPD to help them develop positive behaviour management skills.

Incidents of poor behaviour should be dealt with by the member of staff who initially encounters it. They should then decide whether to report the incident to the respective HoD or SSM and then write an account of the incident and log it on Arbor including the action they took.

Through being Ready, Respectful and Safe, Broadway Academy believes that pupils can be encouraged to adopt behaviour that supports learning, promotes good relations and progress.

Being 'Ready' for learning means that pupils:	Being 'Respectful' means that pupils:	Being 'Safe' means that pupils:
Attend the academy every day. Arrive at the academy for 0835 and be punctual to all lessons. Wear the correct uniform at all times (ensuring blazers and ties are worn, shirts are tucked in, coats are off in the building, jewellery is limited to 1 ear stud). Bring the correct equipment to every lesson for example Academy bag, stationary, planner, reading book, specialist equipment such as PE kit. Mobile phones are switched off and placed in Yondr pouches. Complete all work to a high standard including homework.	Are polite and using good manners at all times. Enter the classroom quietly and sitting in allocated seats. Give the lesson full focus by listening, concentrating, and completing the work set. In class, make it possible for all pupils to learn, avoid disrupting the learning of others (i.e. shouting out, messing around). Accept sanctions when given. Celebrate success of others. Value other opinions and speak appropriately to peers. Treat the Academy buildings and Academy property with respect. Refrain from behaving in a way that brings the Academy into disrepute, including when outside Academy.	Move sensibly, calmly, and purposefully through the corridors adhering to the one-way system. Queue calmly and quietly as instructed. Only use your allocated spaces during break and lunch time. Use social media carefully and only if you are old enough (aged 13 +). Represent the academy appropriately when in the community. Report any unsafe behaviour to a member of staff (i.e. bullying, disagreements/fighting and inappropriate social media use)

11. SEND

SEND pupils are often the most vulnerable pupils who attend Broadway Academy. We adhere and take guidance from the Equality Act 2010² and the SEND code of practice³. In accordance with this documentation, staff at Broadway Academy are aware that the needs of SEND pupils with behaviour problems may not be solved through the standard behaviour and discipline frameworks operated by Academy. This means children with some of the most challenging behavioural issues are managed by the SEND

² [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

³ [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

department. This intervention from the SEND department can help assess whether there are underlying causes of the behaviour and may reflect additional barriers to learning that have previously been unknown. This does not mean that students with SEND will never be disciplined. Academy staff will do as much as possible to demonstrate high expectations of all students, and to scaffold the best behaviour that a student is capable of. Cross reference with the SEND policy.

12. Pupil conduct beyond the Academy gates

Broadway Academy expects all pupils to show a high standard of behaviour beyond the Academy gates, such as:

- Work experience placements
- Behaviour on the way to and from Academy
- Behaviour when wearing uniform in a public place or representing the Academy
- An organised Academy trip
- The behaviour of pupils when using electronic media and social networking sites if it negatively impacts the Academy

If a pupil is involved in non-criminal poor behaviour or bullying which occurs off the Academy premises and which is witnessed by a staff member or reported to the Academy, the Academy will investigate and impose sanctions as appropriate, as outlined in this document. We expect respect and courtesy to be shown to members of the public at all times. In addition to normal sanctions a fixed term suspension may be imposed at the Head Teacher's discretion.

13. Discipline in Academies – Teachers' Powers

As stated in Behaviour and Discipline in Academies (DfE, 2014):

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- This power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in Academy or elsewhere under the charge of a teacher, including on Academy visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of Academy.
- Teachers have a power to impose detention outside Academy hours.
- Teachers can confiscate pupils' property.

14. Recording Information on Arbor

Behaviour incidents should be recorded on Arbor. Staff should be as accurate and objective as possible in recording information and subjective comments should not be used. In accordance with data protection laws, another pupil should only be made by using their initials and year group. Parents / Carers will be given access to Arbor and will be able to understand the reasons for the awarding of both positive and negative points. Heads of Department and SSM's will receive a weekly breakdown of the usage of behaviour data in their subject area via Arbor are to ensure the data is closely monitored.

15. Resolution/ Detentions

Detentions may be issued to students during break or lunch times or after Academy hours. Detentions will be up to one hour in length, depending upon the reason for the detention. Although parental consent is not required for detentions, if a detention is to take place after Academy, the teacher issuing the detention will endeavour to provide 24 hours' notice where possible. Communication with parents / carers regarding detentions will be via Arbor and the parent app. Academy hours are 8.40 to 3.10pm. A 10-minute detention after Academy, or 3.10 -3.20pm does not require notice to parents / carers.

16. Uniform

- 16.1 Parents are responsible for ensuring that pupils turn up with the right uniform. We expect all pupils to wear their uniform with pride, whether they are in Academy or outside in the community as they travel to and from Academy. We expect pupils to be smart in appearance and wear full uniform at all times, as outlined in the Academy's uniform list.
- 16.2 Full uniform, including Blazers must be worn as pupils enter the academy building by 0835 and go straight to their form room. Full uniform must also be worn as they leave their form room and on entry and exit to each class as well as around the Academy site.
- 16.3 Pupils not in Academy uniform may be lent uniform by the Academy. Where there is a breach of rules regarding uniform, a pupil may be removed from lessons and placed in the Isolation room by the AHT until the matter is resolved. Parents will be contacted automatically via Arbor once logged by a member of staff. Any lost or damaged borrowed uniform may be charged to the parent/s.

17. Isolation Room and Behaviour Refocus (BR) room

- 17.1 The use of the **isolation** room is a short-term sanction in response to an incident of poor behaviour that cannot be managed by behaviour management strategies or a serious incident that means that the pupil must be isolated from other students. The room is used to support good order in the Academy.
- 17.2 The period of time is decided by the AHT in charge of Isolation and will vary. It is the responsibility of the teacher sending the pupil to log the issue on Arbor and to send the pupils with suitable work.

The manager of the isolation room will ensure the work is completed.
- 17.3 The Head of Department will lead on the resolution of the issue and the reintegration into class which may involve a restorative conversation. SSMs and SSAs may be used to support in difficult cases.
- 17.4 If a pupil is sent to isolation a third time during the term, a Parental Meeting is to be arranged by the SSM with the SSM and the Head of Department if it is within the same subject area.
- 17.5 Repeated referral to isolation is to be escalated to the Assistant Head Teacher who can extend the length of the time spent in if appropriate or refer the pupil to the Behaviour Refocus programme. The decision to extend the length of time a pupil remains in Isolation can only be authorised by a member of the Senior Leadership Team.
- 17.6 The **Behaviour Refocus** room is a separate room which may provide an alternative to a fixed term exclusion. The period spent in the review room is dependent upon the reason for being sent and can vary. Parents / carers will be contacted, and an

opportunity given to meet and discuss the behaviour issues further. In this room, students will complete bespoke programmes and complete core curriculum content that support their needs and result in them improving their behaviour so that they are returned to their classes. This may be a gradual integration. This room provides pupils with the opportunity to reflect upon their behaviour as well as ensuring the pupil can continue to learn during their time as work will be provided.

18. Aspiration Programme

Students may be directed to complete the Aspiration programme if behaviour issues in school persist. This 5 day programme is based at Island Pool/Esperance Farm. Students will complete a variety of Wilderness Therapy sessions to reflect on their behaviour in school and set targets for their return to lessons.

19. Ambition Programme

Students at risk of Alternative Provision or Permanent Exclusion may be directed to complete the Ambition programme. This 6 week programme is based at Island Pool/Esperance Farm. Students will receive support to improve their numeracy and literacy as well studying other subjects based upon their individual needs. They also complete mentoring/SEMH sessions, work experience and take part in various forms of physical activity. If students are successful they will be gradually reintegrated back into Academy lessons via a bespoke plan.

20. Suspensions and exclusions⁴

20.1 Whilst we do not wish to suspend any child from our Academy, sometimes this may be necessary in terms of internal suspension, fixed term suspension or in exceptional circumstances, permanent exclusion.

Suspensions, whether fixed-term (usually 1-5 days), or permanent, may be used where a student has displayed unacceptable conduct or if there is an immediate threat to the safety of others in the Academy.

20.2 FIXED TERM SUSPENSIONS

It is expected that most exclusions will be of a fixed-term nature. During a suspension the Academy will set work for the pupil and arrange for it to be marked. A fixed period suspension may be extended or converted to a permanent exclusion.

20.3 PERMANENT EXCLUSIONS

The Head Teacher has the authority to permanently exclude pupils for continuous poor behaviour or a serious breach of the Academy's behaviour policy. Examples of these include but are not limited to: physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, drug possession/dealing and persistent disruptive behaviour. In all cases, the incident will be investigated before the exclusion begins.

20.4 PERMANENT EXCLUSIONS PROCESS

If a child is at risk of permanent exclusion then parents / carers will be informed in writing and asked to attend a meeting with the Head Teacher and a member of the Senior Leadership Team. Pupils will have the opportunity to meet with the Head Teacher and respond to the allegations. The Governors will be notified of the Head Teacher's decision, and a meeting will be convened, where parents / carers are invited to discuss

⁴ [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

the case. If the decision is upheld, a formal letter will be sent to parents / carers and the Local Authority. A letter will be sent to parents /carers confirming the permanent exclusion, including reasons for exclusion. Procedures for appealing against the exclusion will be explained to the parents / carers within the letter. See the Suspensions and Exclusions Policy for more details.

20.5 OFF SITE DIRECTION AND MANAGED MOVES⁵

If a pupil fails to meet the Broadway expectations, an Off Site Direction (OSD) can be offered to give the pupil a fresh start at another school. If the academy decides a pupil is suitable for an OSD a conversation with parents/guardians will take place.

During the meeting the process is explained and on agreement the parents will sign a contract agreeing to the terms. A school place can be offered by any school in the North West Sharing Panel and this will be clearly explained to parents.

OSD placements can be 2 weeks, 6 weeks or 12 week placements. The parent, pupil and home school will be invited to an introductory meeting at the host school. For a 12-week OSD placement. There are two review points at 6 and 12 weeks which the host school, home school, parent and pupil must attend.

If the placement is successful, they can return to the home school or the OSD placement can be converted to a Managed Move where the pupil will be taken on roll at the host school and will no longer be a pupil at Broadway Academy.

A placement can be terminated at any time if the pupil fails to meet the expectations and behaviour policy of the host school. In this instance, a meeting will take place with pupil, parent and Broadway Academy to discuss next steps.

21. Bullying

Broadway Academy will not tolerate bullying in any way, shape or form and will deal with incidents of bullying towards any member of the Academy community very seriously. This includes bullying on the Academy premises and bullying which occurs anywhere off the Academy premises which is witnessed by a member of staff or reported to the Academy. This also includes cyber-bullying such as through mobile phones and social networking sites that have a direct impact on a pupil's welfare and well-being. All incidents of bullying are logged on My Concern. Please see the Anti-Bullying policy.

22. Peer on Peer Abuse, Sexual Harassment and Sexual Violence

All incidents of sexual harassment, online sexual abuse, sexual violence and any form of derogatory and / or sexualised language or behaviour will be thoroughly investigated and where appropriate, the Academy's Police Liaison Officer will be informed. Victims of these incidents will be reassured that they are being taken seriously and that they will be supported and kept safe.

As with bullying, all allegations will be investigated and should they prove to be founded then the full range of sanctions available to Academy could be employed including isolation, suspension and in extreme and sustained instances involvement of the police and / or permanent exclusion.

⁵ <https://www.vwv.co.uk/news-and-events/blog/academies-law-brief/suspensions-permanent-exclusions>

23. Allegations against Staff

We will not tolerate malicious allegations against staff or pupils. Should a pupil make malicious allegations against a member of the Academy, that once investigated are found to be unfounded, then the full range of sanctions available to the Academy could be employed, including involvement of the Academy based Police Officer, Isolation and fixed term or permanent exclusion.

Parents / carers should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance parents / carers / members of the public would be in breach of the reporting restrictions and as a result there would be a range of legal consequences.

24. Confiscation of Inappropriate Items

At Broadway, we search pupils in line with Department for Education policy⁶. A member of staff is entitled by law to confiscate, retain, or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. Confiscation of items will be implemented in line with the DfE guidance and will be recorded on Arbor.

The Academy has the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- Vapes or vape juice
- drugs (including controlled drugs)
- stolen items
- tobacco and cigarette papers
- E-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the Academy rules which has been identified in the rules as an item which may be searched for, such as mobile phones not placed in Yondr pouches

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

25. Mobile Phones/ Electrical Equipment

Mobile phones or electrical equipment are not permitted for use in Academy. Mobile phones must be turned off and placed in a Yondr pouch in form time each morning.

Process

1. Mobile is taken to form then placed in the Yondr pouch and closed. Form teachers will check this.
2. Pupils to keep their Yondr pouch with them throughout the day

⁶ <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

3. If a student does not comply, they will be warned that if they don't comply, parents will be called and a potential internal suspension issued. This may result in a fixed-term suspension if repeated.
4. Students to use the unlocking stations at the end of the day to open their Yondr pouch.
5. Failure to bring their Yondr pouch means that phones must be handed in.
6. Breaking the Yondr pouch will mean the student needs to buy a new one or not bring their phone to school

26. Power to Use Reasonable Force

Under government guidelines⁷ all members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

At Broadway Academy we work hard at putting support structures in place to help create a calm, orderly and supportive environment.

27. Monitoring and Evaluating the Policy

The effectiveness of the policy will be monitored and evaluated in the following ways:

- Departmental reviews and analysis
- Daily behaviour forecast data
- Panel meetings
- Termly reports and proactive action plans compiled by SSM's and Assistant Heads
- Termly reports to Headteacher and CEO from Head of Lower and Upper School.
- AHT and DHT/ Head of School will compile reports and will attend Governors' meetings as necessary.
- Annual overarching review of each year group (Attendance, Safeguarding, Academic, Pastoral, behaviour, Personal Development, Extra-Curricular) by the School Improvement Partner and a subsequent scrutiny meeting chaired by the HT and CEO involving the relevant Assistant Headteacher and Deputy Headteacher (Head of School).

This policy will next be reviewed in September 2025 by the lead Governor and Head Teacher & CEO.

⁷ <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

APPENDIX A

Broadway Academy Relationships and Behaviour for Learning Policy REWARDS & SANCTIONS

GOOD DISCIPLINE IS THE RESPONSIBILITY OF ALL STAFF⁸.

It is maintained through shared expectations and consistently high standards of courtesy, behaviour, effort, punctuality and presentation of work and self.

Relationship-based and trauma informed practice includes having shared expectations for behaviour that ensures safe, calm learning environments and addresses and corrects any form of harmful behaviour. Relational approaches always take individual needs and capacity into consideration when responding to poor or harmful behaviour instead of more traditional 'one size fits all' fixed responses. Relational approaches focus on empathetic responsiveness and promote the teaching of social and emotional skills with a focus on self-regulation, resilience, and promoting independence as a learner. There is a wealth of research⁹ on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education. We recognise that our learning environment is a complex ecological system. This approach does not mean lowering standards or that sanctions are not applied to some students.

Behaviour must be taught. The habits and skills that comprise successful class behaviour should be taught to all pupils. It is entirely possible to do for most pupils. Behaviour management should be seen as a process of actively supporting pupils by proactively teaching them clearly what behaviour is expected of them, and how it will help them to succeed. This involves the following elements: Introducing the pupils to the rules and expectations of the classroom as soon as possible, preferably on the first encounter. Do not allow pupils to work out what good conduct looks like; this penalises the less able pupil. Instead, be precise, and carefully communicate what behaviour will help pupils to succeed, what is prohibited, and what the consequences of both will be, emphasising the benefits of engaging with the processes.

REWARDS (cross reference with the rewards policy)

Rewards, praise, and encouragement are among the most powerful aids to teaching, maintaining high standards of behaviour and fostering positive relationships.

All teachers should aim to formally praise, where appropriate, as often as possible. Arbor should be used to formally record good behaviour in form time, in class and around school.

- Ideally, teachers will award at least 80:20 ratio of positive to negative points.
- Ideally, students will achieve at least 90% positive points.

During class time, students should be awarded positive behaviour points on Arbor including an automatic point that starts the lesson. Form Tutors may also award positive points during registration.

Additional types of rewards may include:

- Texts / Telephone calls home
- Commendation letters / postcards home / Star of the Week award

⁸ 1.7 of the Teacher Standards [Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/teachers-standards)

⁹ <https://www.advance-he.ac.uk/teaching-and-learning/curricula-development/education-mental-health-toolkit/introduction/wellbeing-learning>

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- SLT/MLT Arbor points
- Rewards for the best/most improved form (on Arbor)
- Head Teacher Raffle
- Drop down events/half days
- Verbal praise
- Certificates and blazer badges
- Reward trips
- End of term assembly

CONSEQUENCES OF BEHAVIOUR IN THE CLASSROOM

In all classrooms we aim for praise to outweigh consequences, to pre-empt issues that may arise in classrooms, do employ de-escalation strategies and to 'repair and reconnect' when sanctions have been applied or when conflict has arisen between staff and students. We need to concentrate on **positive aspects of behaviour**.

A: Preparing for learning and pre-emption strategies

The start of the Academy day must be purposeful and ensure that students are ready for learning. All Year 7-13 students will go to their form room for form period.

Morning routine

1. Students enter the Academy before 0835 for a 0840 start.
2. Form tutors allow students access to their room and check that uniform is present and worn correctly.
3. Form tutors will then conduct an equipment check. Missing equipment will be lent, and a note made on Arbor by the form tutor.
4. The form tutor will lead the planned form activity as directed by the pastoral programme or take their form to the assembly hall. This will be done quickly, quietly, following the one-way system and straight to where they need to be.
5. Form teacher checks uniform and dismisses pupils so that they are **on time to**

Period 1

Pre-emptive strategies

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and we believe in 'connection before correction'. Inappropriate behaviour can be significantly reduced by the right teacher attitude, behaviours, preparation and planning to meet the needs of individuals. All teachers must pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice. Teachers should continually monitor the class and as soon as any off-task behaviours are visible, teachers swiftly use these pre-emptive reminders before issuing a C1.

1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking.
2. Unnamed: 'We're going to share our ideas. Just waiting for 100%. We need one person ... and 100%. Thank you'
3. Named: 'David, we listen so we can learn. Thank you.'

B: Set the scene and move through the process

- Describe the student's misdemeanour (e.g., eating, drinking, a lack of equipment or uniform infringement).

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- Remind them of the rule and consequence ONCE.
- Refer them to previously good behaviour or state how you know that they are 'better than this' as a model for the desired behaviour
- Walk away from the learner; allow him/her time to decide what to do next.
- State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g., "why are you talking?" Rather, "I've asked you not to talk, C1".
- Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students.
- Apply the consequence.

Questions to ask yourself

Have I....?

- Planned my lesson appropriately and shared my learning outcomes with students?
- Arrived in time for the start of lesson bell?
- Greeted students at the door?
- Taken control of the class on entry, during the lesson and at dismissal, following the '4 to Start, 4 to Finish'?
- Made my high expectations / 'reasonable requests' clear?
- Checked I have a seating plan and that it is correct and used student's names
- Set challenging and engaging work to support students in learning?
- Made resources appropriate and readily available so that pace is maintained?
- Praised and rewarded those who behave?
- Where I have struggled with a class, to refer to and use the 'Positive Teacher Behaviour Toolbox'
- Where I have struggled with a class, spoken to my line manager to get some extra support and coaching

SANCTIONS

Often, discussion with the pupil will rectify the behaviour. However, there may be times when a more formal sanction may be appropriate. Broadway uses a 'Consequence' system which is explained below. This is recorded on Arbor. The highest Consequence is what is recorded (i.e., if a pupil moves from a C2 to a C3, it is only the C3 that gets recorded).

When a consequence is given, it is never cancelled.

Sanction	Strategy	Staff who deal with issue	Examples (not exhaustive)
Utilise pre-emptive strategies / reminders before moving to a C1		Class teacher	Off-task, talking, not following the 4 to Start routine
C1 Not logged on Arbor	First negative behaviour “(Name) you are not meeting Broadway expectations for ... this is your first warning which is a C1, moving forward I want to see ...”	Class Teacher	LLD, chatting, lack of concentration, silly comments/ commenting on things nothing to do with them, disturbing others, 'blazing', attention seeking, head on the desk, not complying with simple instructions

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C2 Logged on Arbor	Second negative behaviour Consider additional strategy e.g., moving seats “(Name) despite two warnings you are not meeting Broadway expectations, I have no choice but to issue a C2. Reminder that our Broadway values are that we all must...”	Class Teacher	Repetition of the above
C3 (Consequence) logged on Arbor	Third negative behaviour Departmental after school detention issued (24 hours' notice required) “(Name) I am really disappointed that you are not meeting Broadway expectations because I know you are much better than this. I have no choice but to issue a C3. Reminder that our Broadway values are that we all must...”	Class Teacher	Repeated LLD despite warnings Or Discriminatory language, rudeness, defiance Or Truancy
C4 logged on Arbor	Fourth negative behaviour C3 Detention should still be completed Escalate to HOD / 2IC/ TLR holder HOD/ 2IC/ TLR holder to try to de-escalate and: - Support the pupil for remainder of lesson/ good neighbour - HoD to consider subject report “(Name) I am very concerned that you are not meeting Broadway expectations. I have no choice but to issue a C4 and will speak to you before the next lesson as well as speak to the HoD/SSM so that we don't have another lesson like this. Reminder that our Broadway values are that we all must...”	Class Teacher Head of Department Good neighbour	Repeated failure to follow instructions despite a C3 issued Or Behaviour that is unsafe but not dangerous If a pupil refuses to move to a good neighbour, then 'Help' must be called
C5	Ongoing negative behaviour If further support is needed (e.g. not behaving with good neighbour)– log On Call using C5 - SLT Call Out On Call to decide if Isolation is appropriate (work to be provided). If so, On Call to escort pupil to the Isolation Room. Subject teacher, with support of HOD to contact parents / carers within 24 hours Restorative work must take place and logged on Arbor at the nearest opportunity “(Name) you are not meeting Broadway expectations which leaves me no choice but to issue a C5 which means someone will come	Head of Department Good neighbour SSA SSM 'Help'	Continued defiance/ failure to follow instructions in good neighbour room Or Fight or potential fight in the lesson Or Safeguarding concern where the child is at risk

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	and speak to you about your behaviour.”		
C6	SLT Intervention – log on Arbor Review Graduated Approach for Pastoral Care Identify alternative strategies Move and Improve Other actions to be considered: - OSD, specialist support, AP - Behaviour panel -Headteacher -Suspension/permanent exclusion	SLT Line Manager Deputy Head Teacher Headteacher	AHT and SSM to analyse the behaviour data of the student

Out of Class Sanctions

Sanction	Strategy	Staff who deal with issue	Examples (not exhaustive)
Utilise pre-emptive strategies / reminders before moving to a C1		Staff member who encounters behaviour	Incorrect uniform, not walking straight to lesson,
C1	First negative behaviour	Staff member who encounters behaviour	Refusal to follow the instruction given
C2	Second negative behaviour Record on Arbor including the outcome	Staff member who encounters behaviour	Continued refusal
C3 (Consequence)	Third negative behaviour Complete on Arbor After school detention issued by the member of staff and logged on Arbor (24 hours' notice required)	Staff member who encounters behaviour	Continued refusal to follow instructions Or Truancy Or Discriminatory language
C4	Fourth negative behaviour Complete on Arbor (Staff member) C3 Pastoral Detention should still be completed Escalate to SSM SSM to try to de-escalate. Outcome logged on Arbor by SSM	Staff member who encounters behaviour SSM Student Support Manager	Student walks away from member of staff
C5	Ongoing negative behaviour If further support is needed – log On Call using C5 - SLT Call Out On Call to decide if the Isolation Room is appropriate If so, On Call to escort pupil to Isolation SSM to contact parents / carers and discuss reasons for sending the pupil to Isolation, detention set at C3 and plan what restorative work will be needed. Form tutor to be updated	SSM / Student Support Manager On Call Staff Assistant Head Teacher	Dangerous behaviour out of lesson

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C6	SLT Intervention – log on Arbor Review Graduated Approach for Pastoral Care pyramid Identify alternative strategies and sanctions.	SLT Line Manager Deputy Head Teacher Headteacher	AHT and SSM to analyse the behaviour data of the student
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Restorative Practice

Restorative conversations aim to improve pupils' behaviour by repairing the pupil and teacher relationship or pupil and pupil relationship. The conversation gives an opportunity to address what has happened, reinforces the expectations, and resets the behaviour which builds a platform to improve relationships and improve behaviour for the long term.

- All restorative conversations should be logged on Arbor as a neutral behaviour
- Good neighbour restorative conversations are conducted by the member of staff with support from the Head of department at the earliest opportunity before the next lesson.
- Where HoDs needs support, restorative conversations take place with support of the SSM/SSA.
- Pupil and pupil restorative conversations to be conducted by SSM, SSA, SLT or mentors and are logged on Arbor.

FORMAL DETENTIONS

Formal Detentions (after school 30 mins +) <i>Please note: All detentions must be logged on Arbor by 1530 on the day of issuing the detention to enable 24 hours' notice to be given to parents / carers</i>			Staff who deal with issue
Time	Procedure	Next Steps	
30 minutes Completed in departments and will be conducted by the member of staff who set the detention. This is a restorative opportunity, and pupils should complete meaningful work in silence and be supervised throughout.	Notify pupils of detention Log on Arbor Pupil attends = mark as 'Attended' on Arbor	Failure to attend = new subject detention logged on Arbor. One more missed subject detention leads to 45-minute pastoral detention.	Staff member who set the detention
45 minutes Completed by SSA or SSM. Pupils should complete meaningful work in silence and be supervised throughout. The teacher who set the original detention should visit to have a brief restorative conversation with the pupil.	Notify pupils of detention Log on Arbor Pupil attends = mark as 'Attended' on Arbor	Failure to attend = SSM/SSA to notify parents via telephone of non-attendance Pupil misses breaks and/or other suitable sanctions determined by the SSM/SSA	SSA / SSM

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1-hour SLT (KS3 and KS4 split into two rooms) Set for an incident/s of extremely poor behaviour. Completed by SLT on a Friday in line with the SLT detention rota. Pupils to complete work or read in silence and be supervised throughout	SSM / SSM to support SLT in ensuring the detention is completed. Pupil attends = mark as 'Attended' on Arbor	Failure to attend = Notify parents via telephone of non-attendance. Pupil to miss breaks and lunches in the following week.	SLT
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Stages Model - Sixth Form Only

Sixth form students have their own code of conduct and 'stage' model for tackling areas of concern. Detentions are not used in the Sixth Form. Students who are identified as being of concern will be placed on a 'stage' and monitored appropriately. This will hopefully lead to improvement and removal from a 'stage,' or a student will be moved on to the next 'stage.' Please see the stage model on page 10.

Pupils who do not complete allocated detention: If a pupil is unable for exceptional reasons, to complete a detention an alternative night will be offered, this should be the next set for the available detention.

If a parent / carer refuses to allow a pupil to complete a detention, the SSM calls home to discuss and ensure the detention is completed. If parents / carers continue to obstruct the detention being completed, the Line Manager (SLT) calls home to discuss. If parents / carers continue to refuse / support, the issue is to be referred to the DHT & HT and a parent / carer meeting will be arranged, and next steps discussed.

TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS

The following groups of vulnerable pupils (this list is not exhaustive) may at some point require adults in school to take account of their individual needs and circumstances when applying the behaviour policy:

- Ethnic minority and faith groups, travellers, asylum seekers and refugees.
- Students who need support to learn English as an additional language (EAL).
- Students with additional and special educational needs.
- Children who are looked after by the local authority.
- Students with medical conditions.
- Young carers.
- Children from families under stress.
- Any other pupils at risk of disaffection and exclusion.

SUPPORT SYSTEMS AND STAFFING

- Form Tutors
- Student Support Managers
- Heads of Years
- Assistant Head Teachers
- Head Teacher/Deputy Head Teacher
- Leadership Team
- Counsellor
- Safer Schools Police Officer
- Family Support Worker

TAKING ACCOUNT OF INDIVIDUAL PUPIL NEEDS

The following are examples of situations which schools should avoid. They illustrate the importance of sensitivity to individual needs and to ensure that all teachers know their pupils well through using information available, for example Provision Map or via the staff bulletin.

- ❖ A pupil is admonished for failure to follow a long and complicated instruction given by an adult, but the pupil has speech and language difficulties and cannot process complex language.

A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.

- ❖ A pupil is put in detention because they would not look at the teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in the pupil's culture it is considered disrespectful to look an adult in the eye.

A more appropriate response would be to understand that the pupil was attempting to show respect.

- ❖ A looked after pupil is sent out of class after an emotional outburst. This happens despite the staff member being aware that the pupil has been told recently that her foster family could no longer keep her and that she would shortly be moving to another family and school.

A more appropriate response would be to use a pre-arranged strategy for the pupil to take herself to a place where she could calm down and if necessary, talk to a sympathetic listener.

- ❖ A pupil on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The pupil has no sense that such comments can be hurtful and should be avoided.

A more appropriate response would be for the adult to tell the pupil that the comment was hurtful and inappropriate, to inform the pupil's key worker or SENCO but not to apply a sanction.

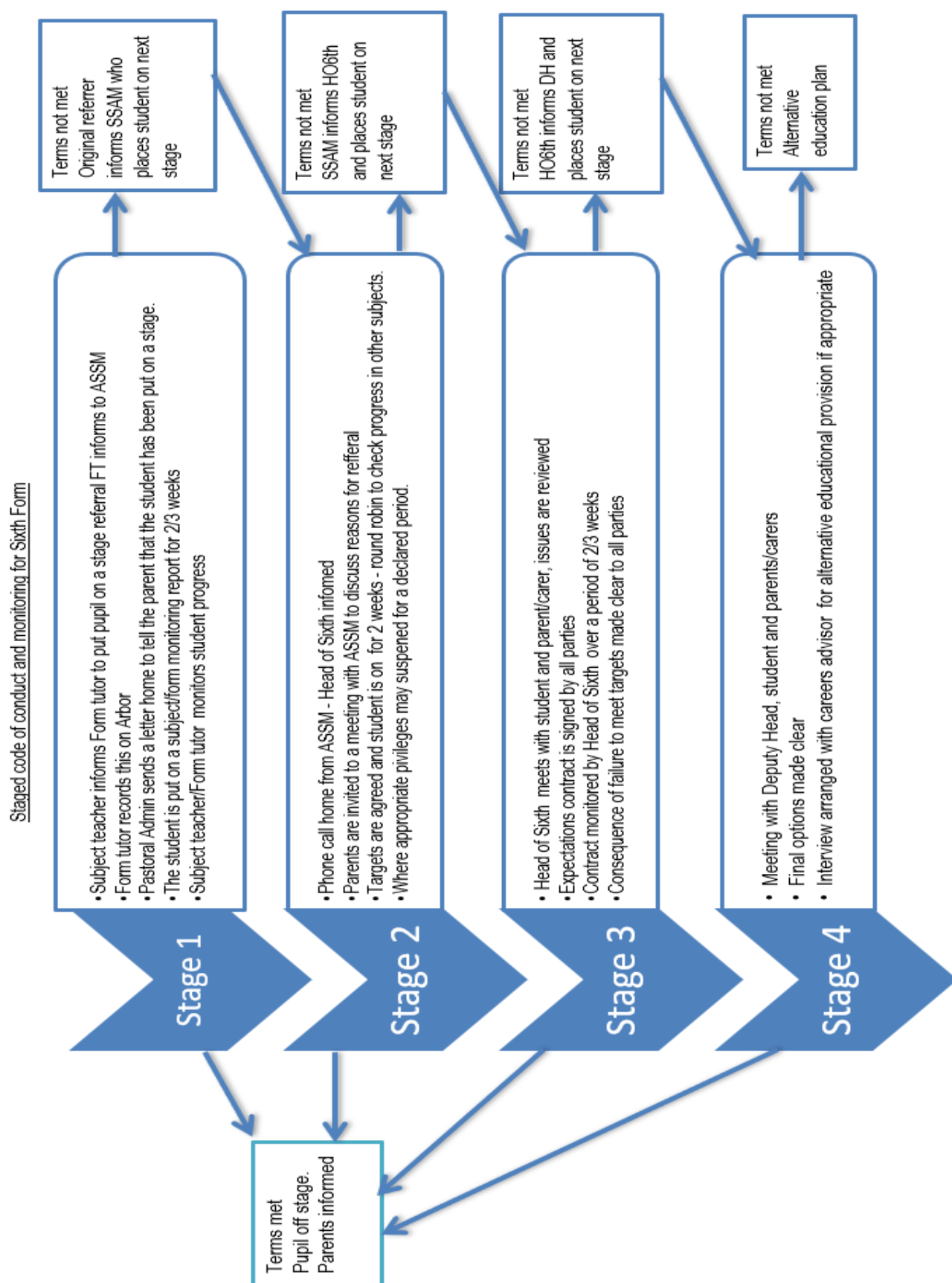
- ❖ A refugee pupil dives under the desk at a sudden noise that reminds her of a terrifying event in her past. Other pupils laugh and the teacher, thinking she is playing the clown, requires her to miss the first 10 minutes of break time.

A more appropriate response would be to let the class know there are special circumstances and offer the pupil reassurance and support.

- ❖ A Traveller pupil is put on report for speaking in an over familiar way to a teacher when they had not previously had expectations made clear to them, had no intention of being rude but was simply using the language considered appropriate in their culture.

A more appropriate response would have been to explain and demonstrate to the pupil what is expected in school and consider involving the Traveller Education Service to support.

Sixth Form Stage Model



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Positive Teacher Behaviours Toolbox	
Strategies	Positive Effects
Meet and greet at the door with a smile	Know pupils' names, show you care, positive prompt starts the lesson, manages the corridor
Use evidential, genuine, and meaningful praise	Pupils know teacher expectations, motivate pupils, gives them pride and self-belief empower pupils, creates a 'can do' culture
Praise positive attitudes and learning behaviours as well as good progress	Encourage pupils to repeat the good behaviour
Praise a nearby student who is modelling the required behaviour	Show pupils what is expected of them
Regular use of rewards	Motivate pupils gives them self-belief
'Catch them being good'	Reinforces positive behaviours
Use non-verbal communication e.g., eye contact and hand gestures	Reduces risk of situation escalating
Use the language of choice	Gives pupils options and stop them feeling cornered
Positively re-direct behaviour, accept to move on	Accept what the child says but re direct them to the task
Criticise the behaviour not the student/Give a positively framed rule reminder	Depersonalise the situation
Have clear routines and high expectations for every student	Pupils know what is expected of them
Expectations and sanctions inconsistently applied	Pupils know where they stand
Always follow up- threatened sanctions must be enforced sanctions	Pupils know where they stand
Sanction should match the offence whenever possible	Logical consequences of their actions
Explain the reasons for any sanctions	Pupils need to understand what they are doing wrong in order to put it right

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Inform parents of positive and negative classroom behaviours and sanctions i.e. phone call home, parental meeting	Parents involvement is often the most powerful sanction we have
Display positive body language, assertive but nonthreatening	Shows confident classroom management
Consider teaching position, move around the room / use physical proximity to pupils without invading personal space	Shows is confident classroom management allows you to play an active role in the learning
Dress and act appropriately	Models' high professional standards
Model behaviour, use the language/ manners you would expect	Builds mutual respect demonstrated pupils how to behave
Listen to pupils' concerns, be responsive and sensitive	Show pupils you care
Accept that you are always learning, and things can always be done differently	Show pupils that learning is a continual process and models that behaviour for pupils
Use humour when appropriate	Creates a good working atmosphere
Smile – be positive and enthusiastic	Creates a good work environment, let pupils know you want to be there
Project a calm demeanour disguise inner feeling	Prevent pupils deliberately goading staff who they know will take things personally
Give pupils response time to follow instructions 'In five seconds'	Allow settling time
Use 'thank you' instead of 'please'	Expect conformity and compliance
Hold restorative conversations: What did you do? What was wrong with it? What could you do next time? What can I do to help?	Focus on behaviour not the person, demonstrates clear with boundaries
Double what questions: What are you doing? What should you be doing	Pupils choose to make the right choice
Tap desk, give instructions and walk away	Show expectation of compliance
Raise hand slight in blocking gesture	Can stop pupils in their tracks
Make positive comments as pupils enter and exit the room	Give pupils self- belief and sense of achievement makes them look forward to the lesson or the next lesson

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Be honest – own mistakes and apologise if necessary	Builds trust, empathy and positive relationships
Don't take poor behaviour personally	Depersonalises the situation
Treat each lesson as a fresh start do not judge pupils on actions in a previous lesson	Avoid pupils feeling persecuted
Speak to pupils when you see them around school	Build relationship, shows pupils you are interested in them
Give a whisper in the pupil's ear	De-escalates and reduces disruption to others
Call for help and use a mediation tool to support reintegration and a fresh start	Depersonalises and helps the student feel heard
Use in class parking	Removes student from the situation and allows them to refocus
Start each lesson afresh and don't bring up past behaviours	Allows relationships to be built
Use Broadway behaviour scripts	Demonstrates a consistent approach to managing behaviour and gives clear expectations.

APPENDIX B

Broadway Academy Relationships and Behaviour for Learning Policy**Roles and Responsibilities****ROLE OF ALL STAFF (TEACHING & NON-TEACHING)**

- To be a presence around school, being at classroom doors / on corridors at the changeover of lessons, meeting and greeting pupils as they arrive or encouraging them to move along quickly to class.
- Take responsibility for the discipline of pupils as they travel along the corridors and around school as well as in the classroom.
- 'Staff the corridor' as pupils and staff travel around school.
- Treat pupils fairly and consistently.
- Act as role models in their professional conduct.
- Expect high standards of work and behaviour.
- Challenge pupils who do not meet expectation, e.g. ask to put their blazer on, remove jewellery, etc.
- Implement the school's system for rewards and behaviour.
- Enlist the support of others and communicate with all relevant stakeholders e.g. staff and parents/carers/families by telephone, email or face to face meetings.
- Professional development.
- Comply with the school's policy of restraint.
- Read, understand and follow all procedures connected with the Broadway Academy Relationships and Behaviour for Learning Policy
- In addition to the above, each staff role has a specific set of expectations outlined in detail here.

ROLE OF THE FORM TUTOR

All tutors:

- Deliver the pastoral programme
- Help their tutor groups to develop the attributes necessary to be good learners & citizens: e.g. organisation, personal responsibility, independence, respect for others.
- Develop positive relationships and are a role model to their group.
- Work to promote cohesion and a positive ethos/environment.
- Implement sanctions and rewards & follow up subject referrals, using Arbor records to inform sanctions/ rewards/ interventions.
- Place pupils on Form Tutor Report if appropriate.
- Liaise with parents to monitor progress, informing SSM of outcomes.
- Refer unresolved issues to SSM.
- Participate in target setting and intervention strategies.

Registration Procedures – Yrs 7-11	
8.35am	Pupils move to form rooms
8.40am	Tutors meet their form class at the door at 0835, ensuring their form is lined up in a calm and orderly manner ready to learn.
	In the form, pupils sit in the correct seats & set out their equipment for the day.
	Staff 'move on' students who are not yet in form.
	School doors locked.
8.45am	Arrival to form after this marked as late.

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	Every form has a seating plan which is adhered to.
	Pupils stand behind chairs in full school uniform. Teacher greeting: 'Good morning 8XX (tutor group name)'. Pupils' response: 'Good morning Mr Jones (tutor's name).'
	Remain standing for the collective act of worship. <i>If appropriate, this may take place at any point during registration over the Tannoy by the Headteacher or anyone the HT delegates to.</i>
	Register is taken in silence.
	Tutors address attendance & punctuality issues. In exceptional circumstances, no further action is required. If lateness is not justified or within pupil/family control, tutor arranges an automatic same day lunchtime detention.
	Uniform & equipment check: ○ Full Broadway uniform ○ Appropriate bags only ○ Pen, pencil, ruler, rubber ○ Books for the day
	Focused activities, as prescribed by the pastoral programme
9.05am	Formal dismissal following the '4 to finish' guidance.

Registration Procedures – Yrs 12-13	
08.35am	Students move to form rooms
08.40am	Tutors meet their form class at the door, ensuring their form is lined up in a calm and orderly manner ready to learn.
	In form, students sit in the correct seats.
0845 am	Arrival to form after this marked as late.
	Every form has a seating plan which is adhered to.
	Tutor shares collective worship thought for the day
	Register is taken in silence.
	Tutors address attendance & punctuality issues.
	Dress code & equipment check: ○ Dress code adhered to ○ Pen, pencil, ruler, rubber
	Focused activities, as prescribed by the pastoral programme
0905am	Formal dismissal.

Standards of Presentation & Organisation

Please note: No pupil should arrive to period 1 with incorrect uniform, lack of equipment, make-up, jewellery etc., as tutors should have addressed this during registration.

If there is missing uniform, then the SSA is alerted. The SSA will get the missing item of uniform, make a note of the item taken and a note made on Arbor at the nearest opportunity.

Daily Uniform Check

- Check uniform in registration and when lining up for assembly.
- Resolve any issues immediately (e.g. remove bracelets/earrings/piercings, skirts not turned over, etc.).
- Blazers **must** be worn at all times and may only be taken off when permission to do so is given by the classroom teacher while in their lesson or, in the case of very hot weather, when the Head Teacher permits pupils to not wear their blazers.
- Makeup which has obviously been applied must be removed **during registration**.
- Nail varnish and false nails are not permitted.
- Regardless of parental authorisation, refer major/unresolved issues to SSM who will contact home. Pupils will be given opportunity to wear school-based uniform if appropriate.
- In **exceptional circumstances**, SSMs/SLT may issue a **note** for a pupil to wear non-uniform items for a short period while situation is being resolved.
- Medical issues, e.g. where a pupil needs to wear incorrect shoes or other non-uniform items, must be agreed by SSM in the first instance and a note issued.
- Examples of major issues:
 - incorrect skirt/shoes
 - hair an unnatural colour

All issues must be resolved by the following day or, in exceptional circumstances, the start of the new school week. Sanctions for non-conformance will be applied. If the issue persists, the pupil may be placed in the Isolation Room until the issue is addressed.

Confiscation

Non-uniform items (e.g. rings, bracelets, charity bands, etc.) during registration:

- Confiscate the items, place in an envelope clearly marked with the pupil name/form
- Pass to Main Office
- The Main Office will inform parents / carers that an item has been confiscated and will be given back to the pupil at the end of the day at 3.15pm.
- If the pupil is unable to collect at this time, they may collect the item from their Year Office at the end of the day, the following school day.

Refusal

If a pupil refuses to co-operate or hand over an item, the Student Support Manager should be contacted immediately.

Role of the Class Teacher

In order to achieve the high levels of behaviour we expect, all teaching staff are required to:

Strategies	Apply a range of classroom strategies consistently.
Arbor	Use appropriately to award positive and negative points to students during lessons.
Arbor	Record all serious behaviour incidents on Arbor – a resolution MUST be included.
Head of Department	Refer any concerns to the Head of Department and work with them to develop the strategies applied to reach a resolution.

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On Call	On Call can be used at C5 stage or for a serious incident requiring an immediate response. The purpose of the on call is to identify strategies to de-escalate the situation and allow the pupil time to regulate their behaviours so that they may return to the classroom.
Isolation	If a pupil reaches the stage of having to be removed from a lesson, follow the departmental inclusion system. A pupil can only be sent to Isolation with the On Call Staff's authorisation.
Leaving Lessons	Not allowing pupils out of lessons except for a valid reason, and then only with a pass. Pupils not to be left alone in any area, for example Social Learning Zones.
Sanctions & Rewards	Implement sanctions and rewards following the Behaviour for Learning Policy.

Classroom Procedures for Teaching Staff

Strategies	Apply a range of classroom strategies consistently.
At the start of a lesson	Be on time to meet and greet pupils as they enter the classroom. Pupils enter the classroom quietly. Greet the class formally at the start and end of the lesson in a similar manner to the greeting used at registration. Always use a seating plan. Ensure pupils are busy from the start – establish routines and use retrieval practice When addressing the class insist on active listening, pens down and silence: no instructions should be given to the class unless the class is silent. Monitor pupils are ready to learn: ✓ Equipment on the desk at the start of the lesson ✓ Check uniform ✓ Bags placed underneath desks ✓ Insist on silence when completing the register. Deal with lateness during the lesson not at the start.
At the end of the lesson	Follow the '4 to finish' guidance

Teaching Assistants and Support Staff

Support and praise	Assist in maintaining a positive and well managed environment. Be fair and consistent when dealing with pupils. Praise and reward pupils for helpful behaviour and challenge inappropriate behaviour.
Refer	Refer pupils whose behaviour gives cause for concern to their Line Manager, Head of Department or SSM.

Head of Department

Ethos	Take responsibility for the quality of education including results in their department and the positive ethos and climate within their departmental area. Deal with day-to-day incidents within their department. Monitor SEND students and liaise with the SENCO and SSM.
Monitor	Monitor and track behaviour incidents across the department, supporting teachers within their team to maintain discipline and follow up on incidents and as appropriate liaise with the SENCO and the SSM. Ensure that all staff are familiar with the Relationships and Behaviour for Learning Policy. Ensure that class teachers maintain ownership of issues in their classroom while being supported to achieve a resolution. Review the curriculum and pedagogy of delivery to ensure that strategies are in place to meet the needs of all pupils.
Support and praise	Ensure that teachers have the opportunity in departmental meetings to • discuss 'pupils causing concern' • Have a focus on SEND students' needs and strategies to meet their needs • celebrate the positive behaviour successes; • arrange rewards as appropriate. Place pupils on a subject report for their curriculum area and include targets. Contact home to inform of consistent positive behaviour. Contact or meet with parents when necessary, logging on Arbor. Provide support and training for all staff within department.
Refer	Inform SLT line manager with regard to academic behaviour data and trends. Refer pupils who continue to cause concern to SENCO/ Student Support Managers-along with notes about the actions that have already been taken and the outcomes of these actions on Arbor. For removals to Isolation or time spent in Behaviour Refocus, ensure appropriate work is set.

Student Support Managers

Ethos	Take responsibility for the behaviour and attitudes, academic performance, positive ethos and climate within their year group and to liaise with SENCO to ensure the needs of all students are fully met.
Monitor	Ensure all tutors follow the correct procedures. Monitor the quality of registration time, providing consistent and appropriate support to tutors. Monitor and support tutors to maintain discipline and follow up on incidents. Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with HoDs, AHTs and SENCO to devise intervention programmes for groups and individuals.

APPENDIX B

	Use Arbor to monitor patterns and trends and use information to get upstream of issues. Follow up referrals from tutors and Heads of Department on pupils causing concern and inform them of subsequent actions and outcomes. Monitor pupil attendance and punctuality along with the School Attendance Officer. Ensure that all new tutors, including supply staff and ECTs, are familiar with the Behaviour for Learning Policy.
Support and praise	Celebrate the achievements of pupils. Deliver assemblies which make a positive contribution to the ethos of the school and promote high expectations of behaviour to reflect our moral values. Arrange opportunities as appropriate to celebrate positive behaviour. Visit tutor groups daily wherever possible to motivate and promote a positive attitude to learning for the day.
Strategies	Use Arbor to monitor, analyse and manage pupil behaviour. Implement a variety of behaviour management strategies and place pupils on SSM report as appropriate. Contact parents / carers for example via Arbor, letters or calls. Manage reintegration meetings following internal or fixed-term suspensions Liaise with HoDs and SEND team to ensure strategies are in place for supporting pupils with specific learning, emotional and / or behavioural needs. Make referrals for additional relevant support e.g. school mentor/counsellor Ensure that all behaviour and incident logs are kept up to date.
Refer	Inform SLT line manager about behaviour and academic data and trends. Place pupils in the Isolation Room when there has been a serious breach of the school's code of conduct. Refer pupils to: ○ the Assistant Head Teacher when a range of interventions have failed to modify pupil behavior ○ the Deputy Head Teacher for serious or persistent incidents.

Student Support Assistants

Monitor	Monitor Arbor data to look at behaviour logs, attendance and punctuality data, with a particular focus on more vulnerable pupils, e.g. FSM/PP, SEND, LAC (looked after children). Respond appropriately to this data ensuring that additional support is in place if needed. Monitor the use of sanctions for misbehaviour Monitor pupils on reports Monitor uniform throughout the day. Complete lesson checks
Support and praise	Ensure the highest standards of uniform by addressing issues as students enter the building each day Be responsible for keeping and updating records e.g. analysing LLD data and putting actions in place, logging initiatives and correspondence on Arbor

APPENDIX B

	Provide the SSM with appropriate support. Communicate with SSM at the start and end of the day to address key issues Promote positive attitudes to learning through contact with students and parents Hold parental meetings as directed by SSM/AHT and feedback minutes Maintain an up-to-date log of (mentoring) referrals, interventions and support for concerns regarding students Deal proactively with issues & resolve them utilising restorative practice Apply appropriate sanctions including holding detentions in line with the behaviour policy. Be a presence in key hot spots and diffuse and resolve behaviour issues before they escalate Ensure clear communication with SSM, SLT as appropriate and, when necessary, parents and carers and / or other agencies Highlight positive performance and reward students appropriately Collect work for behaviour recovery/inclusion if required Collect referrals from Heads of Department on pupils causing concern and inform the Student Support Manager of actions taken following the referral. Manage the reintegration meetings of pupils who have been referred for support. Plan and supervise the reintegration of pupils into mainstream lessons. Liaise with parents, and when appropriate, outside agencies and providers. Respond appropriately to potentially disruptive incidents, apply sanctions, contact home, etc. Highlight positive performance and reward students appropriately Chase missing registers for the year group Complete attendance calls every day in line with the 'Broadway script', identifying reasons for absence and challenging parents appropriately Support attendance manager with dialogue during PA clinics Support with home visits if required Update year base noticeboards on a regular basis to provide relevant information regarding positive behaviour.
Refer	Attend line management meetings with the SSM Attend attendance/punctuality meetings with SSM and Attendance Manager

SENCO

Responsibility	Oversee the provision for all pupils with emotional and behavioural needs in line with the SEND Code of Practice, including language needs. Liaise with Primary schools to ensure smooth transition of SEND students. Ensure the SEND team provides relevant information to staff on pupils' needs and provision made. Meet with Asst Heads, SSM's and Heads of Dept to ensure SEND students' needs are being met. Lead on relevant CPD.
Monitor	Monitor provision within the classroom for SEND pupils. Monitor progress of SEND pupils and minimize barriers to learning. Liaise with AHTs and SSMs on a regular basis to discuss Code of Practice referrals. Attend governors meeting and compile relevant reports.
Support and praise	Liaise with Asst HT, SSM, Heads of Dept on a regular basis to discuss Code of Practice referrals. Encourage and ensure an appropriate range of interventions and strategies are mapped and used to support pupils across each Key Stage.

Assistant Head Teachers

For their year group, Assistant Head Teachers will:

- Line manage their allocated year group(s)
- Provide strategic leadership on all aspects of inclusion e.g. removing barriers to pupil achievement.
- Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with Heads of Department to devise intervention programmes for groups and individuals.
- Lead on creative approaches to inclusion and reducing exclusions.
- Support SSM's with meeting with parents / carers for a post exclusion meeting following a fixed term exclusion
- Reintegrate pupils with long term absence or post exclusion
- Implement and support the graduated approach to behaviour
- Support the year team when SLT intervention is required for behaviour for learning
- Support departments and pastoral teams and, where a range of interventions have failed to modify pupil behaviour, refer to the Deputy Head Teacher for serious or persistent incidents.
- Celebrate achievements of pupils.

Deputy Headteacher

The Deputy Head Teacher will:

- Communicate regularly with staff and pupils about the Behaviour for Learning Policy.
- Organise training on behaviour for teaching staff.
- Oversee behaviour management systems within the school including behaviour panels.
- Oversee the pastoral and inclusion work of the SEND department, SSMs, Assistant Head Teachers and all outside agencies working with the school, including counsellors, the safer schools officer and social services.
- Place pupils in the Isolation Room where there has been a serious breach of the school's Code of Conduct.
- Discuss with the Head Teacher a Fixed Term Exclusion for the more serious breaches of school conduct.

The Senior Leadership Team

The SLT will:

- Promote a school ethos where good behaviour is celebrated, and poor behaviour is not tolerated.
- Ensure the departments they line manage fulfil their roles and responsibilities and follow the Behaviour for Learning Policy.
- Support Heads of Department and SSMs to maintain discipline and follow up on incidents.
- Provide support to deal with serious incidents during lessons.

Governors

Governors are asked to:

- Annually review the school's Behaviour for Learning Policy.
- Monitor exclusions regularly and provide a Panel / Pupil Discipline Committee to consider exclusions and permanent exclusions.
- Support the school regarding pupils causing concern.

HOME ACADEMY AGREEMENT

HOME-ACADEMY AGREEMENT to be read, signed and returned to the Academy

The Academy will aim to:

- provide a safe, happy, and caring environment which reflects the ethos of the Academy.
- value each student as a member of the Academy community.
- develop the full potential of all students spiritually, morally, culturally, and socially.
- provide a curriculum that not only meets the statutory requirements but also considers the individual needs of the student.
- expect and maintain high standards for both teaching and learning.
- build effective relationships which promote good behaviour and a sense of responsibility across the Academy community.
- inform parents / carers regularly of their daughter's progress and attainment.
- let parents/carers know of any concerns with their child's work or behaviour.
- Set and mark homework and provide facilities for students to study outside of Academy hours.
- offer opportunities for parents / carers to become involved in the daily life of the Academy.

The parents/guardians: I/We will:

- ensure that my child attends Academy regularly, arrives before 0835 and has the necessary books and equipment with them.
- inform the Academy of any concerns which may affect my daughter's work or behaviour.
- support the Academy's policies and guidelines for behaviour and uniform.
- encourage and support my child in her home study.
- attend parents'/ carers' meetings and any discussions about the progress of my child.
- encourage my daughter to get involved in the wider life of the Academy and give consent to attend the Academy's Outdoor Centre and Farm in Worcestershire.
- Support Academy with any appropriate sanctions that are put in place.

The pupil: - I will:

- attend Academy regularly, arrive before 0835am and bring the necessary equipment with me.
- conduct myself in a way that will command the respect of others in my Academy community
- wear the correct Academy uniform and observe rules concerning make-up and jewellery.
- complete my class work and homework to the best of my ability
- contribute to the wider life of the Academy and uphold its values - use my talents to the full
- take pride in and protect the Academy environment
- attend all lessons during the day, be on time and engage in my learning throughout the whole lesson

Student Name (please print name) _____

SIGNED:

SIGNED Parent/carers :-