



Behaviour & Anti Bullying Policy

Pix Brook Academy

Author: Indie King-Mand

Approved By: S Adams

Date: November 2023

Review Date: November 2024

Contents

1. Introduction
 2. Rationale
 3. Aims
 4. Legislation and Statutory Requirements
 5. Roles and Responsibilities
 - 5.1 The Governing Board
 - 5.2 The Principal
 - 5.3 Teachers and Staff
 - 5.4 Parents/Carers
 - 5.5 Pupils
 6. School Rules
 - 6.1 Mobile phones
 - 6.2 Smoking, Vaping, Drugs and alcohol
 - 6.3 Bullying
 7. Malicious allegations
 8. Searching and confiscation
- Appendix 1: Responding to Misbehaviour.
- Appendix 2: Behaviour ladder.

Pix Brook Academy staff have the right to teach and all Pix Brook Academy pupils have the right to learn in a mutually respectful environment.

1. Introduction

Pix Brook Academy (PBA) is committed to educating and preparing socially responsible citizens of the future who will go on to make a positive difference to the world they will live in. This commitment is underpinned by our 3 core principles of encouraging and driving our pupils to be unashamedly:

1. Ambitious
2. Responsible
3. Aspirational

In their day to day school life and with the support and guidance of PBA staff, we aim to embed a culture where all our pupils to be skilled in being polite, prepared, positive and show perseverance in dealing with any challenges that they may face. These skills are not just skills we want our pupils to showcase whilst at PBA; but be life skills that they take and keep with them once they leave PBA to enter the world as socially conscientious citizens.

PBA aims to provide a safe, caring and well-ordered environment, all of which are vital to effective teaching and learning. A successful behaviour policy requires the commitment and consistency of practice of **all** staff to ensure that our pupils know the standards expected of them. **All** members of the academy are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Pupils should be treated fairly and consistently in order to harness and develop an excellent working relationship between pupils and staff, this will in turn help enable high quality teaching and learning. At PBA, the clear link between effective teaching and positive behaviour is recognised.

2. Rationale

The purpose of this policy is to clarify the way in which PBA rewards positive behaviour and the sanctions which are put in place following misbehaviour.

The behaviour policy will apply to pupils during the school day, on all school trips and events, on travel to and from school and at any time a pupil is wearing PBA's school uniform. Where the behaviour policy is breached at other times and impacts upon the education or wellbeing of pupils in the academy, the behaviour policy may still be applied.

PBA's behaviour policy is based on the premise that:

- Every pupil has the right to learn without interruption
- Every teacher has the right to teach without interruption
- Every parent/carer has the right to information about their child's behaviour and to work in partnership with the academy and support it in the encouragement of high standards and expectations
- Pupils represent the academy beyond the school day through their physical presence and their presence on social media.

The behaviour policy is a partnership between staff, pupils, parents/carers and governors. All the participants in this partnership need to be aware of our standards.

3. Aims

PBA's behaviour policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy
- Outline the expectations and consequences of behaviour and conduct
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise roles and responsibilities of relevant stakeholders

4. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2023](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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

This policy complies with our funding agreement and articles of association.

5. Roles and Responsibilities

Good behaviour does not happen by accident. It is the responsibility of all those concerned with PBA – governors, staff, pupils and parents – to ensure good behaviour becomes a culture of the academy.

5.1 The Governing Board

The governing board is responsible for monitoring the behaviour policy's effectiveness and holding the Principal to account for its implementation. The governors support the Principal in adhering to these guidelines.

5.2 The Principal

The Principal is responsible for:

- Takes the lead in defining the aims of the academy in relation to standards of behaviour
- Reviewing and approving this behaviour policy
- Ensuring that the academy's environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Giving suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts, the Principal may permanently exclude a pupil.

5.3 Teachers and Staff

Staff are responsible for:

- Implementing and following the Licence to Learn procedures for Year 6 and above
- Creating a calm, safe and welcoming environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently but recognise that there may need to be some flexibility in the use of sanctions to take account of individual pupil circumstances
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships in and out of the classroom
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold academy rules and expectations
- Promoting the values of politeness, preparedness, positivity and perseverance
- Recording behaviour incidents promptly on Edulink

- Challenging pupils to meet the academy's expectations
- Forming good relationships with parents/carers so that pupils can see that the key adults in their lives share a common aim
- Communicating with parents/carers in a timely manner when required to do so

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents and carers, where possible, should:

- Get to know the academy's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the behaviour policy and pupil code of conduct
- Support their child's learning (including homework) and take responsibility for their behaviour
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural, educational, welfare or wellbeing concerns with the academy
- Support the academy when a sanction is given for misbehaviour
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Ensure their child has a responsible online presence and put in appropriate measures to safeguard their online actions and activities
- Ensure their child is in correct uniform and is correctly equipped for all lessons

PBA will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following in order to understand PBA's behaviour culture:

- The expected standard of behaviour they should be displaying
- That they have a duty to follow the behaviour policy
- Key rules, routines and expectations – this includes how Year 6 and above should follow the requirements of the Licence to Learn
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the academy's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6. School Rules

- Always be on time.
- Keep your appearance smart and tidy, and wear a regulatory school uniform at all times to and from school.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways & corridors, or when in public places.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying any member of staff is not tolerated.
- The following items are not allowed in school under any circumstances:
 - Weapons of any kind
 - Material that is inappropriate or illegal for children to have; such as racist or pornographic material

6.1 Mobile Phones

PBA understands the importance mobile phones have in allowing pupils and parents/carers to be able to contact one another whilst pupils are travelling to and from school. Once pupils arrive at the academy and enter the grounds, mobile phones must not be used in any shape or form. Pupils must keep mobile phones hidden in their pockets or bags. During morning registration, pupils must hand their mobile phones to staff who will keep them safe and secure. Pupils will have them returned to them at the end of the school day. Pupils must not use their mobile phones until they have left the academy grounds. Failure to adhere to this will result in sanctions including removing the right for mobile phones to be brought into school.

6.2 Smoking, Vaping, drugs and Alcohol.

PBA is a non-smoking site. If a pupil is found to be smoking or to be carrying smoking paraphernalia, including e-cigarettes and vapour pens parents / carers will be informed and a range of sanctions will be applied; these may include suspension/exclusion.

This policy also applies to pupils in their school uniform on their way to or from school.

6.3 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can take on many forms. The table below shows the types of bullying and their definitions:

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, isolating, intimidation
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate sexual touching/comments
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At PBA, we believe that the home school partnership plays a very important role in addressing incidents of alleged cyber-bullying. For while the school is able to address allegations of cyber-bullying whilst pupils are in its care, it is unable to monitor and police what pupils' access, post or say to one another in the ever growing online digital world out of school hours and out of the care and jurisdiction of the school. When in their care, parents/carers should therefore take responsibility to monitor, manage and support their child's online behaviour and presence and take the appropriate safeguarding steps when their child receives inappropriate content or posts in a negative manner. We welcome parents/carers to inform us of out of school hours online issues but school cannot investigate and/or sanction for such incidents (unless the school's name or reputation is brought into disrepute through the online actions of pupils).

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

PBA will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything to staff that makes them uncomfortable, no matter how 'small' they feel it might be. The academy has set up a referral system where pupils can email the safeguarding team any issues or worries they may have. The email can be found on the academy website within the pupil section. The email address is: pba-safe@bestacademies.org.uk

The academy's response will be:

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

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our safeguarding policy for more information: [PBA Safeguarding Policy](#)

7. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, PBA will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff or other pupils: [PBA Safeguarding Policy](#)

8. Searching and Confiscation

Following guidance set out by the Education and Inspections Act 2006 and Searching, Screening and Confiscations July 2022, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice. A teacher or someone who has lawful control of the child can search a pupil with their permission to look for any item that the school's rules say must not be brought into school. Principals and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they

suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.
- mobile phones
- lighters / matches

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Any cigarettes and e-cigarettes confiscated in school will be destroyed. The school's Searching, Screening and confiscation policy outlines the action the school will take if searching Screening or Confiscation is needed at Pix Brook Academy.

Parents/carers will always be informed for any search of a prohibited item. A member of staff will inform parents /carers as soon as is reasonably practicable.

The schools Searching, screening and confiscation policy details the actions the school will take if this is required at PBA. [PBA Confiscation and Search Policy](#)

Appendix 1

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the expected standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising (e.g. use of pre-arranged scripts and phrases).

All pupils will be treated equitably under the behaviour policy, with any factors that contributed to the behavioural incident identified and taken in to account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. See Appendix 3 for PBA's Behaviour Index.

The academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – (e.g. the loss of a prized responsibility)
- School-based community service, such as tidying a classroom or litter duty
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken in to account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

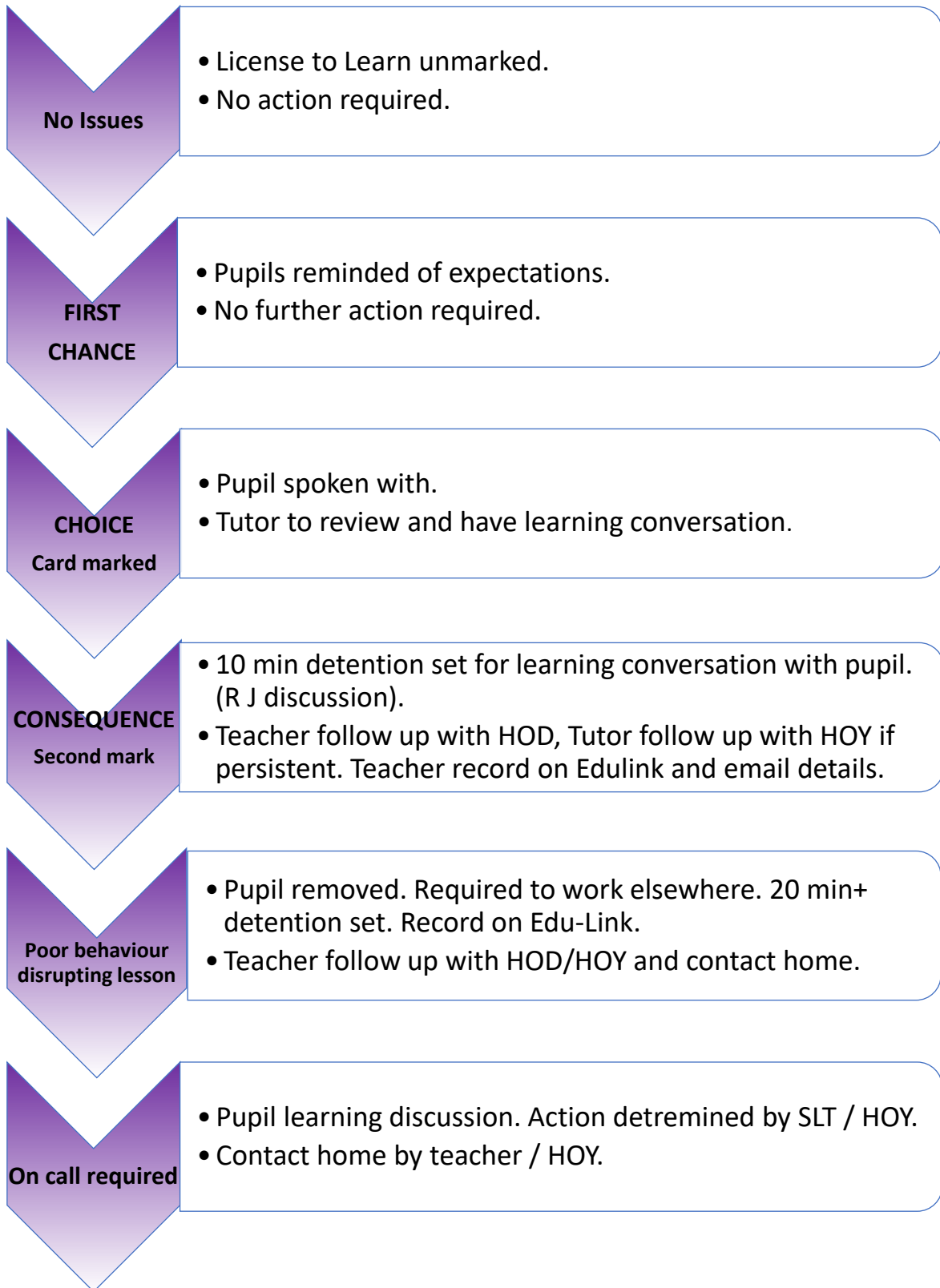
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents
- Be reported to the Principal immediately and a full written statement provided.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Where possible, a member of staff who is 'Team Teach' trained should attend an incident where physical intervention/the use of reasonable force may be required.

- [Use of reasonable force in schools](#)

Positive; Polite; Persevere; Prepared.



Appendix 3: Behaviour Index

PBA Behaviour Index										
Licence to Learn	Chance Stage	Choice Stage	Consequence Stage	In Dept. Lesson Swap	HoD 45 min Detention	HoY 45 min Detention	HoY ZT 25 min Detention	SLT Call Out	SLT Detention	Internal Suspensions
0 Behaviour Point	1 Behaviour Point	2 Behaviour Points	3 Behaviour Points	4 Behaviour Points	4 Behaviour Points	4 Behaviour Points	4 Behaviour Points	5 Behaviour Points	5 Behaviour Points	10 Behaviour Points
	Lesson disruption	Lesson disruption repeated	Lesson disruption continues	Poor / lost / incomplete report	Poor / lost / incomplete report	Poor / lost / incomplete report		Continual defiance	Failure to attend / misbehaving in a detention	Illicitate / banned substances
	Failure to follow instructions / defiance	Defiance repeated	Defiance continues	D/D/PE continues within subject	D/D/PE across subjects	D/D/PE across subjects		Dangerous / abusive behaviour	Call out	Dangerous / abusive / physical / discriminatory behaviour
	Insufficient work / effort	Insufficient work / effort repeated	Insufficient work / effort continues	Disruption / defiance / poor effort / no HW continues. HoD detention	Failure to report	Failure to report	Socially irresponsible behaviour outside of lessons	Continual breaches of expectations	Failure to hand in mobile phone / used / seen / heard	Walking away from staff without permission
	Homework	Repeated non homework	Continual non-homework						3 x zero tolerance detentions in a week	Theft / vandalism
	Point logged on Edulink. No contact home	Point logged on Edulink. Contact home.	Points logged on Edulink. Contact home. Refer to HoD	Lesson swap logged on Edulink	Detention reason logged. Contact home to discuss repeat issues	Detention reason logged. Contact home to discuss repeat issues	Detention reason logged. Staff requesting detention inform HoY.	SLT callout logged by requesting staff and also contact home.	Poor / lost / incomplete SLT report	Serious / continual breach(es) of behaviour policy
No further action if issue resolved	No further action if issue resolved	Consequence such as 10min staff detention	Consequence such as 20 min staff detention	SLT call out if behaviour continues during swap	Refer to HoY for continual issues			SLT callout will result in a SLT detention	Serious breaches of behaviour policy	Leaving school / lesson without permission
Log the behaviour points for the final stage reached by pupil.										