



BOA Digital Technologies Academy

Behaviour Handbook

To include:

- Code of conduct
- Expectations in lessons
- Rewards and consequences

BOA Digital Technologies Academy Behaviour Policy

At BOA Digital Technologies Academy, we expect high standards of behaviour. We encourage students to take responsibility for their own actions, both in and out of the academy, and to consider their impact on others. Students need to have a positive and orderly environment in which they can achieve success. In creating an atmosphere for achievement the Governors have produced a policy statement regarding student behaviour and discipline. Parents will be informed of the academy's expectations before students enrol and will receive a copy of the academy behaviour for learning guide. All parents and students will sign a home/academy agreement.

Principles which determine the Behaviour Handbook

Students need to know and understand boundaries of reasonable behaviour within which they can act. If they stray away from these boundaries, the academy will respond with appropriate consequences.

We believe our students respond best to praise and reward. As an academy we celebrate the success of our students. We have a clear system of rewards and consequences, which are applied consistently and fairly by staff. Students need to develop a concept of discipline and self-respect. They will respect their Academy, the staff, the environment and each other.

All will understand the basic virtues of honesty, fairness and politeness.

However, we recognise the need for a range of carefully measured consequences to reinforce our expectations when students let themselves down. These can range from a teacher conversation to, ultimately, exclusion from the academy. Any consequences are applied fairly and with the strict understanding of the reason for the imposition.

Purpose of the Behaviour Handbook

We are a learning community. The purpose of this policy is to secure a positive climate for all to work and learn.

Standards outlined in the Behaviour Handbook

Code of Conduct

- Come in to the academy ready to learn.
 - Wear academy uniform and ensure you are properly equipped.
 - Treat others with kindness and respect and listen to their opinions.
 - Have high expectations of each other.
 - Be polite and considerate in dealing with all members of the community.
 - Take personal responsibility for your actions.
 - Maintain a clear focus on learning.
-

- Move around the academy in a careful and considerate way.
- Look after others in the academy.

Each of these elements of the Code of Conduct are set out in more detail later within this policy. This Code of Conduct will be referred to through assemblies, form time and the PSHE programme.

Everyone in the academy has a part to play in maintaining high personal standards of behaviour.

- All students must follow the Code of Conduct. Subject staff must endeavour to create an environment in which all have the opportunity to achieve their potential. Heads of Department
 - have responsibility for students' work-related issues within their curriculum area. In liaison with the Assistant Principal (Pastoral), they contact parents to resolve curriculum concerns.
 - Tutors monitor the academic and social progress of their students.
 - The Assistant Principal (Pastoral) and Heads of Year are a point of contact between other agencies,
 - parents and the academy.
-

BOA Digital Technologies Academy

Code of Conduct

At BOA Digital Technologies Academy we have high expectations of each other's behaviour on and off the premises. This helps us work together. This code of conduct states what we expect of each other.

Come to the academy ready to learn, dressed appropriately and properly equipped.

- Arrive on time for the start of the day and lessons.
- Wear the full BOA Digital Technologies Academy uniform correctly at all times in the academy.
- A maximum of one stud per ear, one ring and one necklace (tucked in) are the only acceptable items of jewellery.
- Outdoor clothing should only be worn outside BOA Digital.
- Prepare for lessons and ensure you have all the basic equipment you need for them e.g. pens, pencils etc.

Treat others with kindness and respect and listen to their opinions

- Speak to others in a way that will not offend.
- Listen to others opinions - everyone is an individual and everyone's opinion is valuable.
- Treat others the way you would like to be treated.
- Respect the feelings and property of our neighbours when travelling to and from the academy.

Have high expectations of each other

- Always ensure you are behaving appropriately.
- Have a quiet word with your friends if you feel they are breaching the code.
- Tell a member of staff if you see or are concerned that the actions or behaviours of others are unacceptable.

Be polite and considerate when dealing with all members of our community

- All members of our community are equally valued.
- Treat and speak to all staff and peers politely and respectfully.

Take personal responsibility for your actions

- Deal with conflicts without verbal abuse or violence.
 - Tell the truth - own up if you do something wrong.
-

- Keep promises.

Move around the academy in a careful and considerate way

- Keep to the left as you move along corridors and staircases.
- Be calm around the building.
- Move promptly to lessons.
- Open doors for others.
- Be safe at all times.
- Avoid boisterous physical interactions.

Look after our own property and that belonging to the academy and others

- Respect and take care of other people's work and work on display.
- Return anything that you borrow.
- Hand anything you find to the main reception.
- Put all rubbish in the bin.
- Never bring chewing gum into the academy.
- Never smoke or vape within or anywhere directly outside the academy building.
- Only eat in designated dining areas, never in corridors or classrooms.

We are committed to being a safe, happy and healthy academy where anything unlawful is also unacceptable.

Expectation for Behaviour in lessons

We all have a responsibility to make sure that we can all learn well in lessons. The following list shows what we must do:

- Arrive promptly and enter the classroom quietly and sensibly.
- Put your bag and outdoor coat in the appropriate place and settle quietly to work.
- It is an expectation that all students should be properly equipped. All students should buy pens, pencils, rulers, rubbers, planner books and specialist equipment as required.
- Listen carefully to instructions.
- Be silent when asked to be.
- Allow others to concentrate.
- Face your teacher when he/she is talking.
- Respect other people's learning (not talking to people when others are trying to learn, not interrupting the teacher).
- Never use a rude or aggressive tone or language with any other person within the classroom.
- Avoid shouting out, put your hand up to respond.
- Respect other people's belongings. Never touch, deface or interfere with other people's belongings or academy equipment.
- Only pack away when told to do so.
- Make sure the room is tidy and ready for the next lesson.
- Leave the room quietly and sensibly.

Classroom Expectations

We expect teachers and other adults to:	We expect students to:
Be punctual to lessons	Arrive on time
Be polite with students, valuing all equally	Speak politely to teachers and other students
Plan and deliver appropriate lessons	Listen to the teacher and others
Communicate to students how each lesson contributes to the big picture of learning	Follow instructions without questioning
Tell students what they will learn in each lesson	Bring correct equipment
Check everyone's learning at the end of the lesson	Demonstrate the values of <ul style="list-style-type: none">• Ambition• Creativity• Resilience• Independence• Collaboration
Provide a safe environment for learning	Remain in your seat unless acceptable to move

Give help to students as soon as possible after they ask for it	Raise hand to answer a question/not shout
Finish lessons on time	Work to a challenging level at all times

Classroom Covenant

1. I have a right to be treated with kindness and respect.
This means no-one will laugh at me, ignore me or hurt my feelings.
2. I have a right to be treated as an individual in the room.
This means no-one will treat me unfairly because of my age, appearance, race, colour, belief, accent, sex or ability.
3. I have a right to be safe in this room.
This means that no-one will hit me, push me, throw anything, taunt me or hurt me in anyway.
4. I have a right to learn about myself in this room.
This means I will be free to express my feelings and opinions in a sensible way, without fear of being interrupted or ridiculed and to ask questions if I do not understand.
5. I have a right to be valued and respected.
This means that I will be able to work in an environment in which I will feel included and listened to.

Consequences

The academy has a collective approach to dealing with behaviour. All members of staff have a responsibility for managing student behaviour. This means that while key staff will take the lead in managing the behaviour of different students, it is the expectation that all staff have a role to play in effectively managing the students. All staff at BOA Digital aim to resolve any issues arising and correct poor behaviour through restorative work prior to applying consequences. It is recognised however that some incidents will require an immediate consequence.

Teachers and form tutors can make telephone contact with parents where appropriate. In responding to unacceptable behaviour teachers may not always inform parents of minor infringements, but if certain students persist in inappropriate classroom behaviour, formal consequences will be initiated and these will be communicated to parents.

Classroom discipline is the responsibility of the classroom teacher. There is no hard and fast formula for creating the ideal environment, but well-structured lessons, delivered with good humour and pace at a level the students understand help to create an atmosphere where learning takes precedence over boredom and disruption. Academy leaders will support all class teachers in using good practice to bring about good classroom behaviour.

Good behaviour in other areas of the academy, such as the dining room, corridors and the play ground is the responsibility of all BOA Digital staff, both teaching and support. Academy leaders will support all members of staff in using good practice around the building in order to ensure a safe, calm and purposeful environment.

Right to Search

In line with legislation the staff at BOA Digital reserve the right to search students if they have reason to believe that they are carrying offensive weapons or illegal substances.

Similarly, students can expect to be physically restrained if they present a danger to themselves or other members of the community.

Searches will be carried out under the direction of the Senior Leadership Team (namely the Principal or Assistant Principal) and Parents/Carers will always be informed when this has happened. Training for all staff at BOA Digital is delivered annually through the safeguarding and child protection training.

If inappropriate articles are brought into the academy or used inappropriately, they may be confiscated and returned to parents/carers or disposed of in line with national guidelines. If these items are dangerous or illegal they will be handed to the Police for safe disposal. Parents can be provided with DfE further guidance about the right to search and the confiscation of certain items.

The following table highlights the consequences that will be used by the academy and possible triggers for such consequences. Not every act of poor behaviour can start at Stage 1.

Stage	Incident	Potential Triggers	Restorative Intervention Tools	Consequence
-1	Failure to meet the expectations	<ul style="list-style-type: none"> Lack of equipment despite previous warning Incorrect or missing items of school uniform despite previous warning Low level disruption to learning Being late to lesson without a significant reason Being late to school 	<ul style="list-style-type: none"> Verbal warning and restorative conversation. 	
-2	Continue to failure to meet expectations.	<ul style="list-style-type: none"> Continued low level disruption An isolated behaviour incident which affects the learning of others Continued low level disruption 	<ul style="list-style-type: none"> Refocus break outside the classroom Restorative conversation HOD-teacher-student intervention 	<ul style="list-style-type: none"> Break/lunch detention
-3	Continued failure to meet expectations.	<ul style="list-style-type: none"> An isolated behaviour incident in an which significantly affects the learning of others Failing to attend a break or lunch detention Disruption to learning across several lessons 	<ul style="list-style-type: none"> Parental contact Head of Department intervention Praise points intervention SEND screening 	<ul style="list-style-type: none"> Removal from lesson Loss of social time
-4	Continued failure to meet expectations.		<ul style="list-style-type: none"> Parental meeting Tutor mentor Study focus for identified lessons Timetable ragging Goal a day External agency intervention Early Help Referral Behaviour contract External agency intervention 	<ul style="list-style-type: none"> Removal from identified lessons
-5	Failure to meet academy expectations	<ul style="list-style-type: none"> Smoking/vaping on school site/in uniform Refusal to comply with instructions after several opportunities. 	<ul style="list-style-type: none"> Behaviour mentor 	<ul style="list-style-type: none"> Internal exclusion
-6	Failure to meet academy expectations	<ul style="list-style-type: none"> Fighting/physically assaulting another student Bringing drugs on to school site Threatening behaviour 	<ul style="list-style-type: none"> PCSO support Health awareness interventions Respite at another school Managed move placement 	<ul style="list-style-type: none"> Internal/Fixed Term Exclusion
-7	Failure to meet academy expectations	<ul style="list-style-type: none"> Taking drugs on school site Distributing drugs on school site/in school uniform Bringing a weapon in to school Unprovoked serious physical assault of another student 		<ul style="list-style-type: none"> FTE pending permanent exclusion
		<ul style="list-style-type: none"> Unprovoked serious physical assault of a member of staff Repeated fixed term exclusions 		

Role of the tutor

The tutors will monitor both achievement and consequences given to their tutor group. They will guide and advise students in difficulty, and essentially work with subject staff to modify behaviour, attendance and attainment.

Role of Heads of Department

Heads of Department will take an active role regarding departmental rewards, attendance and behaviour management. They are to support subject teachers within their department to facilitate consistency in the expectation of behaviour, the giving of appropriate and meaningful praise/rewards, and the application of appropriate consequences in response to inappropriate behaviour and underachievement. Heads of Department should support staff in line with the steps outlined above and when required, in consultation with the Pastoral Team, should contact parents if their child is not maintaining expectations and arrange meetings to help facilitate the expected standards of behaviour.

Role of the Assistant Principal (Pastoral)

Very serious matters of discipline or persistent refusal to amend poor behaviour will require immediate and direct action from the Assistant Principal (Pastoral).

The Assistant Principal (Pastoral) has responsibility for the management of behaviour within the Academy. The tutors will refer students who are a serious concern to The Assistant Principal (Pastoral) who will report to the Principal and a course of action will be decided. The consequences that are imposed at this level represent a situation which if not rectified will put the student's place in BOA at risk.

Rewards

There is particularly strong focus on praising students who present a positive attitude to learning.

Positive praise should be given by staff to students when appropriate. It is important that both praise and rewards are only awarded to students when deserved and not for meeting basic expectations.

Attendance certificates will be issued to students with 100% attendance each term and they will be entered into a termly prize draw. Students who improve attendance compared to the previous term will also gain an entry.

A prize will be awarded to the student with highest praise points total in each tutor group.

The tutor group with the highest praise points each term will take possession of the Praise point trophy.

Rewards are given frequently and recognise student's contributions to the academy values of:

- Ambition
- Creativity
- Resilience

- Independence
- Collaboration

Students are awarded praise points on a daily basis. These are awarded for exceptional work and demonstrating the school values.

Praise points	Achievement
+1	Made a good contribution to learning in the classroom
+2	Demonstrated a school value to a good standard
+3	Produced an excellent piece of work
+4	Demonstrated a school value to an exceptional standard
+5	Head of Department/SLT recognition for an excellent piece of work or demonstration of a school value.
+7	100% attendance this half term

During weekly assemblies Tutor star of the week awards are given and 100% attendance is recognised.

At the end of each half term a celebration assembly takes place. We celebrate the many success of the term and issue the following awards.

- Subject awards
- Values awards
- Praise point awards
- 100% and improved attendance rewards
- Principal/Assistant Principal star of the term
- Governor's award

Each term a rewards trip takes place. Students with a positive overall points score, attendance of over 96% and those making good progress in their studies will be eligible to go on the trip.

Alongside these rewards recognising student's achievements there is a rewards shop where students can exchange their praise points for items.