

# Behaviour Handbook

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*To be read alongside all relevant BOA Stage and Screen Production Academy policies and procedures including the Safeguarding and Child Protection Policy, Anti-Bullying Policy, E-Safety Policy, Use of Control and Reasonable Force Policy, Attendance and Punctuality Policy, Acceptable Use Agreement, General Complaints Policy and Equality Opportunities Policy*

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# 1. Introduction and Context

## 1.1 Our Responsibilities

1.1.1 Staff have a statutory authority to discipline students whose behaviour is unacceptable, who break academy rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006).

1.1.2 This Behaviour Handbook provides a framework for managing behaviour that may prevent a student or others from feeling safe within the learning environment and/or where this affects their ability to learn effectively in a respectful and inclusive environment. It aims to ensure that all instances of student misconduct are dealt with fairly, consistency and transparently, and that any perceived barriers to success and progression do not go unsupported or unchallenged.

1.1.3 This Behaviour Handbook applies to all students whilst on academy premises, on industry placements, and in any other situation in which they are representing BOA Stage and Screen Production Academy or engaged in academy activities.

1.1.4 BOA Stage and Screen Production Academy aims to promote outstanding relationships which will enhance good behaviour, self-discipline and respect; as well as minimising bullying and developing the skills and abilities required to make the next steps in education, training or employment.

1.1.5 We wish to enable every student to complete work to the very best of their ability so that they can achieve their 'personal best', in a positive environment that supports students through their journey into adulthood. We aim to provide the highest quality education, maintaining a disciplined, caring environment in which teachers can teach and students can learn

1.1.6 Every member of the academy community is expected to behave in a considerate way towards others. All students are treated fairly, and this Behaviour Handbook is applied in a consistent way.

## 1.2 Enrolling at BOA Stage and Screen Production Academy

1.2.1 It is assumed that when a young person chooses to enrol at BOA Stage and Screen Production Academy, they are doing so in order to pursue meaningful qualifications through exemplary levels of behaviour and attendance.

1.2.2 Students within the academy are considered young adults who we hope will set a good example within their community. As such, students are expected to follow the Student Code of Conduct (available in the Student Induction Pack) whilst at the academy, during work placements and educational visits.

1.2.3 At BOA Stage and Screen Production Academy, we utilise rewards and sanctions as well as a 4-stage disciplinary process to manage student attendance and behaviour.

1.2.4 As part of establishing core values and setting out expectations around codes of conduct, the academy is demonstrating commitment to its mission; Unlocking every students potential through outstanding teaching and a culture of high expectations.

# 2. Responsibilities of Students

2.1.1 Students should demonstrate adherence to the expectations listed in the Student Code of Conduct (available in the Student Induction Pack).

2.1.2 Students should report any absence via telephone call or email relating to scheduled/ timetabled programme activities (on site, off site or online) (please refer to the academy Attendance and Punctuality Policy).

2.1.3 Students must not engage in any form of bullying or discriminatory behaviour be it verbal, physical or online/via social media. Any form of bullying or discriminatory behaviour will be treated seriously.

2.1.4 Students should demonstrate positive engagement with their studies through excellent attendance, displaying positive attitudes to learning and respectful behaviours. Where this is not the case staff will work with the students to support their progress. However, if these opportunities are not taken and performance is consistently below expectations further action via the disciplinary procedure may apply.

2.1.5 Where student behaviour and conduct brings the academy into disrepute or impacts on others, whether perpetrated during or outside office hours, investigation will be undertaken and where appropriate the individual will be subject to disciplinary action.

2.1.6 Serious unacceptable behaviours including fighting, stealing, bullying, sexual harassment/violence, carrying / use of weapons and substance abuse will be treated as gross misconduct and are likely to result in instant dismissal. Students should report any concerns to an appropriate member of staff.

2.1.7 **The following items are not allowed in the academy under any circumstances:**

- Alcohol and drugs
- Cigarettes/e-cigarettes, tobacco, matches, lighters, e-cigarettes
- 'Legal Highs' and New Psychoactive Substances (NPS) now illegal under the Psychoactive Substances Act 2016
- Fireworks
- Weapons of any kind
- Other harmful or illegal substances
- Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material
- Medication (If required, any medication must be labelled and given to Pastoral Team / Reception)
- Chewing Gum
- Nuts or products containing any nuts
- Animals
- Aerosol sprays
- Large sums of money
- Solvent-based glues, correcting fluids (Tippex, etc.)

### **3. Responsibilities of Staff**

Creating a safe environment is essential for effective learning and ensures that all students rights to a positive experience are met. Expectations of appropriate student behaviour must be made explicit. This requires a 'whole' academy approach in which all members of the academy communities share the responsibility for maintaining a safe and disciplined environment.

#### **3.1 Role of the Personal and Professional Development Tutor**

3.1.1 The Personal and Professional Development Tutors will monitor both praise and behaviour points 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.

3.1.2 We ensure that age appropriate education and support is provided through out Personal and Professional Curriculum as well as tutorials.

### 3.2 Role of Curriculum Directors and Curriculum Leaders

3.2.1 Director/leaders 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 ensuring the disciplinary process is followed in response to inappropriate behaviour and underachievement.

3.2.2 Directors/Leaders should ensure that contact with parents is made if a student is not maintaining expectations and arrange meetings to help facilitate the expected standards of behaviour.

### 3.3 Role of the Assistant Principal (Pastoral)

3.3.1 The Assistant Principal (Pastoral) oversees attendance, rewards and behaviour. They responsible for supporting and advising departmental staff in response to behaviour management.

3.3.2 Very serious matters of discipline or persistent refusal to amend poor behaviour will require immediate and direct action.

3.3.3 The Assistant Principal (Pastoral) has responsibility for the management of behaviour within the Academy. The sanctions that are imposed at this level represent a situation which if not rectified will put the student's place at the academy risk.

3.3.4 The Assistant Principal (Pastoral) will put any targeted intervention in place to support student behaviour and following any incidents that they have dealt with, reflection work will be completed.

## 4. Disciplinary Procedure

4.1.1 BOA Stage and Screen Production Academy recognises that many issues may affect a student's ability to concentrate on achieving success with their studies. All staff working with students have a duty of care to identify and respond to any concerns or support needs at any point during their learning journey. Any concerns and agreements with the student about performance, behaviours, and any identified barriers to learning are logged on SIMS, and include support interventions and actions.

4.1.2 The stages of student disciplinary are [Please refer to Appendix 1]:

- Stage 1: Support meeting/informal warning;
- Stage 2: Formal action plan/student report;
- Stage 3: Formal Disciplinary/Student Contract;
- Stage 4: Suspension or exclusion/Panel hearing

4.1.3 All students have the right to be accompanied at formal stages of the Disciplinary Procedure by a friend/representative or parent(s)/guardian(s)/carer(s).

4.1.4 Each of the stages 1 and 2 above are aimed at driving progression towards improvement and success, and will have fluid timeframes based on the individual student needs and with the oversight of the Curriculum Leader/Personal and Professional Tutor. This will allow all students every opportunity to improve and to go on to succeed and achieve.

4.1.5 A student may however be escalated directly to stage 2 or 3 should there be an incident of misconduct or gross misconduct. If, following escalation to stage 2, this has not resulted in the required improvement within the agreed timeframes, a disciplinary hearing will be convened at stage 3. This will be conducted by a member of the Senior Leadership Team. The student will be notified by letter of the date, which will usually be scheduled within 10 working days of notification of escalation to stage 3. The student should expect to receive written confirmation of the date no less than 5 working days prior to the scheduled hearing.

4.1.6 Possible outcomes following the stage 3 panel hearing include:

- The student continues on the course with no sanctions if there is no case to answer;
- The student continues on the course with a support and action plan in place, with agreement that they may be withdrawn if the plan is not achieved following reasonable timeframes;
- The student is excluded from learning, which may include recommendations for alternative provision and conditions for future applications.

4.1.7 If any criminal activity is suspected the academy may involve the Police and such activities may result in criminal prosecution. The academy will escalate the disciplinary immediately to stage 4, however will be guided by the Police in terms of continuation of formal disciplinary procedures so as not to obstruct and to reduce the risk of decisions being made without full consideration of all relevant information/evidence.

4.1.8 BOA Stage and Screen Production Academy recognises that relationships with parents and carers are very important and seeks to foster positive relationships to provide a support networks for students. Where appropriate, we will seek to keep parents/carers involved and informed throughout any formal disciplinary process.

## 5. Power to Search

5.1.1 BOA Stage and Screen Production Academy uses the following document for advice: [‘Searching, Screening and Confiscation, January 2022’ by the Department for Education](#)

5.1.2 The academy will not tolerate any dangerous items brought onto site, including work placements and educational visits. If it is deemed that items threaten the safety or well-being of any member of the academy or wider community these items will be confiscated and the police may be involved.

5.1.3 Any found item(s) will be handed over to the police and the Permanent Exclusion of the student will be considered.

5.1.4 Legislation allows BOA Stage and Screen Production Academy Leadership to search students without consent if it is believed that a students has brought in any prohibited item(s). Prohibited items could include such things as; weapons, knives, alcohol, illegal drugs, stolen items. **The list is not exhaustive.**

5.1.5 Our ability to discipline students and maintain an orderly and safe environment at the academy can, on occasion, rely on the confiscation of items from students. Any item that is confiscated is placed in a ‘Quarantined Property Envelope’ and placed in the academy safe. On completion of the ‘Quarantined Property Form’ (see Appendix A) parents are contacted about such item(s) and depending on the circumstances of the confiscation, an arrangement may be made for the student to either take the item home at the end of the academy day, or for parents to collect the item(s) from reception. If a confiscated item is not collected within 4 weeks, the items may be disposed of. Any prohibited items that are confiscated may be disposed of at the academy’s discretion.

5.1.6. If a student refuses to co-operate with a search, the Headteacher or authorised staff member will decide the appropriate course of action (e.g. whether the police should be contacted).

## 6. Reward and Recognition

6.1.1 Rewarding students and giving them incentives to succeed is an important element of academy life. We all wish to feel recognised when we work hard, go the extra mile or consistently give something our all. In recognition of this, we have an extensive Rewards and Recognition programme that celebrates the achievement of our students.

6.1.2 BOA Stage and Screen Production Academy is incredibly proud of its students and wishes to celebrate their success and hard work in a range of ways so that everyone has the opportunity to get rewarded and recognised. There is a particularly strong focus on praising students who present a positive attitude to learning. This includes

speaking to parents/carers by phone or via email, sending praise letters home or giving verbal praise to a student when they have achieved.

6.1.3 We have focused rewards through SIMS, which allows staff to award praise points to students.

6.1.4 For outstanding achievement, each half term the use of monetary reward vouchers have been introduced to ensure our students know how proud we are of their efforts.

6.1.5 The academy also hosts an annual resilience and brilliance event that showcase students' work and achievement, as well as Praise Certificates, Pathway Awards and Principal's Recognition. This focuses on ensuring that hard work and a positive attitude does not go unnoticed.

## 7. Isolations, Suspensions and Permanent Exclusions

7.1.1 BOA Stage and Screen Production Academy follows the [DfE guidance on suspensions and permanent exclusions 2023](#)

7.1.2 The Principal alone has the right to suspend and permanently exclude a student. In the absence of the Principal, this responsibility will be undertaken by the Assistant Principal.

7.1.3 The Academy will endeavour to put support strategies in place to ensure that a student is not in danger of being permanently excluded.

7.1.4 Through consultation with teaching and support staff, the pastoral team will implement targeted intervention for students. This is to support students who may be identified as having specific behavioural difficulties and may include time receiving positive intervention.

7.1.5 Suspensions and Isolations are used:

- As a sanction for inappropriate behaviour
- To remove a child from Academy to protect other children and or/staff
- To ensure learning continues for other students
- To reinforce the high standards of the Academy
- To improve a students behaviour

7.1.6 Suspension is a serious sanction and should have a salutary effect on other students as well as the offender. An alternative to suspension is isolation, where students are placed with a member of staff to complete their work for a period of time. Where appropriate, external agencies may be involved to support a student, and students are expected to serve their full time in isolation successfully.

7.1.7 Suspension from the Academy is most effective when:

- Students are excluded to work at home (work will be provided)
- Parents/Carers support the suspension with other sanctions at home, for example the withdrawal of privileges or grounding during the suspension period. Parents/Carers are also expected to ensure that their young person is not in a public place during Academy hours as this may incur a referral to Police and/or a penalty notice from the Local Authority.

7.1.8 It is not always possible to follow a range of sanctions and in serious situation, albeit a first-time offence for a student, it may not be possible to avoid permanent exclusions.

7.1.9 When students return to the Academy following a fixed-term suspension, a return from suspension meeting will take place.

## 7.2 Permanent Exclusion

7.2.1 A permanent exclusion of a student may be considered: #

- In response to a serious breach or persistent breaches of the Academy's behaviour policy; and
- Where allowing the student to remain in the Academy would seriously harm the education or welfare of the students and/or others in Academy

### Appendix 1 -Disciplinary Process Matrix

	<b>Student Behaviour</b>	<b>Action</b>	<b>Who</b>	<b>Evidence</b>
<b>Student signs Learner Agreement</b>	Student behaviour is poor, indicated by: -Missed deadline -Submission of unacceptable work -Failure to meet expected progression targets -Generally defiant or poor attitude towards studies	Event logged on SIMS  Spoken to by teacher  Possible home contact	Subject Teacher	Event logged on SIMS
<b>Transgression of Learner Agreement</b>	Students behaviour in subject continues to be poor, indicated by: -Further missed deadlines -continued submission of unacceptable work -Rudeness to staff -Truancy, lateness -Attendance falls below 95%	Event logged on SIMS  Meeting with student and subject teacher and/or PPD tutor-Short term targets agreed (IAP).  Staff contact home.	Subject Teacher  PPD Tutor	Event logged on SIMS
<b>Stage 1 Student Meeting</b>	Student displays no improvement or fails to attend lessons. OR student's behaviour is poor in more than one subject. -Attendance falls below 90%	Event logged on SIMS  Meeting with student and curriculum lead.  Letter sent home outlining targets & student placed on report (2 weeks).	Curriculum Lead	Event logged on SIMS  Stage 1 letter sent home to Parents by Curriculum Lead (uploaded to SIMS in the communication log).
<b>Stage 2 Student Report</b>	Student continues to display no improvement. -Attendance falls below 80% -serious incident of poor behaviour -investigations	Event logged on SIMS  Meeting with student and Assistant Principal.  Student placed onto SLT report.	Pastoral Manager	Event logged on SIMS  Stage 2 letter sent home to Parents by Assistant Principal (uploaded to SIMS in the communication log).



		Possible isolation/fixed term suspension considered		
<b>Stage 3 Student Contract</b>	Continued concerns and unsatisfactory improvement following Stage 2 including persistent poor attendance (below 70%). -Behaviour demonstrates serious risk of harm (bullying, harassment, violence, damage to property, serious breach of learner agreement	Event logged on SIMS  Parent meeting with student and Assistant Principal a  Pastoral Support Plan  Written warning placed on file Student placed onto an attendance contract and meet with Assistant Principal(s)	Assistant Principal(s)	Event logged on SIMS  Stage 3 letter sent home to Parents by Assistant Principal (uploaded to SIMS in the communication log)
<b>Following Stage 3 - Principal will review student progress with staff, to inform next steps.</b>				
<b>Stage 4 Isolation/Suspension</b>	Continued concerns or unsatisfactory improvement following Stage 3	Final meeting with student, Parent and Principal (other staff as necessary) to determine support plan.	Principal/Senior Leadership Team	Letter home summarising outcome  Principal/Senior Leadership Team to log on SIMS