

Documentation Information			
Reviewed By	Full Governing Body	Responsibility	People and Stakeholders
Last Reviewed	Mid-Year Review – April 2017	Next Review	September 2019
Review Cycle	Annual	Ratified by FGB	

“Schools give students their first extensive experience as members of a complex and organised community. It is characteristic of good schools that all students feel that they belong, are treated fairly, are valued and have a range of opportunities to contribute to, and participate in, school life. Where this is so, students are more likely to show self-confidence, consideration for others, interest in what they are doing and pride in themselves and their school. They will be able to go about their tasks needing a minimum of supervision, to take initiatives, to exercise choice sensibly and to accept responsibility”. **From Curriculum Matters 14-19 HMI Series.**

At Bosworth we accept this premise and believe that all members of the school community contribute to its realisation. This is reflected in our core statements.

“To Learn to Achieve”
“Be Better Than You Thought You Could Be”
“No Student Will Underachieve”

Bosworth is proud to be a “respect and value” school where everyone is expected to;

- Respect each other
- Respect ALL staff
- Respect the Learning Environment

To support the core statements and the respect and value culture, Bosworth Academy has the Achievers Ethos, which strives to support students in not only making excellent academic progress but personal progress too.

The language of the Achieve Ethos is as follows...We want students TO HAVE and TO BE:

A - Aspiration
C – Courage
H – Health and Happiness
I – Independence
E – Enthusiasm and Excellence
V – Values
E – Expectations
R – Reflective
S – Social Skills

This policy has been developed in the light of views expressed by staff, governors, students and parents.

Aims

This policy aims to;

- Define the expectations that we have of each member of the school community.
- Provide the basis for a positive, whole school approach to providing a excellent climate for learning
- Provide guidance on the implementation of a consistent approach to promote positive behaviour.
- Provide guidance and support for staff in dealing with inappropriate behaviour.
- Provide guidance to parents on the support the Academy expects

Relationship with other policies

This policy should be considered in conjunction with the following policies.

- **Teaching and learning**
- **Anti-bullying**
- **Equal Opportunities**
- **Attendance**
- **Alternative Provision**
- **Inclusion Base Policy**

Roles and responsibilities

The senior leadership team, the maximising learning team and the faculty leaders will carry out their responsibilities as defined in the appendices.

It is expected that all staff will;

- Follow the 10 Bosworth Academy Routines
- Ensure that all lessons start and end on time
- Ensure that all students receive a broad, balanced and stimulating curriculum at an appropriate level using suitable activities and materials
- Ensure that students' progress is carefully monitored both within each lessons and over time
- Ensure that students are emotionally and physically safe at all times
- Make explicit, in a constructive and positive way, what behaviour is expected for each situation/activity
- Praise and reward appropriate behaviour
- Challenge inappropriate behaviour in a non-confrontational way and use sanctions where appropriate and that are in-line with the Academy Policy
- Provide students with a positive role model

It is expected that students will;

- Meet the VALUES AND EXPECTATIONS of the school at all times

It is expected that parents/carers will;

- Ensure that their child attends School and arrives on time
- Support their child in being appropriately prepared for school

- Support the school in acknowledging and securing good behaviour
- **Support the school if sanctions are applied to their child for inappropriate or unacceptable behaviour.**

Monitoring and Evaluation

The governing body will evaluate the impact of this policy by receiving data (analysed by year group, faculty groups, gender, ethnicity and other relevant groups) for;

- Positive awards each term(R3s)/Attitude to Learning
- Number of fixed term and permanent exclusions
- Number of Detentions set
- Referrals to the inclusion base
- Number and nature of “on call” incidents
- Instances of bullying, action taken and support for the victim
- Instances of racism

Feedback on the effectiveness of the policy will be sought from staff, students and parents

Appendices/guidance papers

1. a) Teacher Actions
b) Teacher Rewards
2. ON CALL Process
3. **Expectations** Poster
4. **Values** Poster
5. Whole School Detentions
6. Placemat - Behaviour for learning
7. Behaviour Support Plan
- 8.a Exclusion Guidance
- 8.b Excludable Offences
9. Ofsted description of ‘Outstanding’ Behaviour
10. Behaviour and Discipline in Schools (DfE)
11. Alternative Provision Contract
12. Search and Confiscation Guidance (DfE)
13. KS3 Uniform Guidelines
14. KS4 Uniform Guidelines
15. Use of Reasonable Force Guidance (DfE)
16. Bosworth Academy Routines (Teacher)
17. Achievers Ethos Posters