Bromley Beacon Academy

Behaviour Policy

Responsible post holder	Headteacher
Approved by / on	1st September 2016
Reviewed on	1st September 2026
Next Review	1st September 2027

Introduction

Bromley Beacon Academy is a school for pupils with a range of social emotional and mental health needs as well as a range of secondary special educational needs and as a school, its most important role is to offer the best education possible to the pupils who attend.

We know that behaviour is a form of communication. Pupils that display behaviours of concern are often expressing how they are finding it difficult to cope with issues either within their home or school life. This may cover a wide range of concerns which could include unmatched learning, social issues or mental health issues.

Many of our pupils have complex needs and can present their own challenges. However, we know that our school will provide the stability, consistency and care which will allow them to develop and thrive in a safe environment. Our staff within the school recognise the difficulties that our pupils are facing and will act with compassion and understanding in their interactions with them. Staff always aim to build good relationships with pupils so that they understand their needs and are able to support learning and behaviour to maximise potential and achievements.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty, BBA recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs.

1. Principles of Behaviour management

1. We encourage all pupils to learn and understand that they have rights and responsibilities towards themselves and the wider school community and society.

1.1. Developing an appropriate relationship with pupils of all ages, based on mutual respect, is the most appropriate way of ensuring the effective management of behaviour. Good communication and positive reinforcement will often diffuse confrontation. Staff should seek to de-escalate incidents at the earliest possible opportunity.

1.2. Rewards and praise are given emphasis over sanctions and reprimands. Positive behaviour can be rewarded with verbal praise, certificates, carrot rewards, school reward trips etc. There will be more emphasis placed on a pupil exhibiting positive behaviour than on displaying behaviours of concern.

1.3. Where consequences are necessary, they will be proportionate to the unacceptable behaviour. They must be issued fairly and the reason for the sanction and the future expectation explained to the pupil in clear terms which they can understand.

1.4. Behaviour management in the school involves trying to modify the behaviour being displayed by pupils with complex needs. Behaviour management strategies are not guaranteed to succeed. They will require staff to be resilient, consistent and calm in supporting our pupils.

1.5. Strategies should be 'SMART' – Specific, Measureable, Achievable, Realistic and Timely. The nature of the strategy may correlate directly to how well the member of staff knows the pupil and the success of a strategy will largely depend upon the relationship between the pupil and the member of staff leading the strategy.

1.6. It is important that achievement and improvement, in any area, is acknowledged and celebrated. Staff must seek to actively promote regular achievement so as to develop pupil self-motivation.

1.7. Due to the age range and differing needs of our pupils within the school it is not appropriate for the same behaviour management strategies to be applied across all provisions within the school.

1.8. The main differentiation will be seen when considering the age differences between KS1/KS2 in comparison to KS3/KS4/KS5.

2. Processes

At Bromley Beacon Academy, we work closely with the Safer Schools Police Team. This collaboration enables early intervention and gives the pupils the opportunity to make amends whilst working with adults they trust. If serious incidents occur, then it may also be necessary to involve the Police. As an absolute last resort, this may also involve the pupil being suspended from the provision for a period of time. Fixed-term suspensions are at the discretion of the Headteacher.

2.1. (i) Expectations KS1 Midfield Campus (Appendix A):
Bromley Trust Academy believes that we all respond better to encouragement and support rather than negative response. Therefore, at Midfield Campus KS1 pupils are expected to take responsibility for their learning and adhere to the positive rules.

(ii) Expectations KS2 (Appendix B):
Clear expectations are displayed throughout the school. Pupils are reminded daily of the expectations when in school in order to prevent any behaviours of concern. Each statement begins with 'I can' in order to emphasise pupils making positive choices.

(iii) Expectations KS3,KS4&KS5 (Appendix G):
Clear expectations are displayed around the school. Staff prompt pupils when they are not managing their behaviour appropriately. Behaviour teams work closely with Staff Pupils, Parents & Carers and external agencies to reinforce these expectations.

2.2. Sanctions:
The use of sanctions alone has not been found to be effective in altering patterns of behaviour in pupils with complex needs; instead the use of sanctions can often create frustration leading to further issues. Where this is the case this must be communicated to all staff. We aim to ensure that restorative justice, emotional coaching and positive praise are at the heart of our practice.

2.3. Serious Incident Reports:
All serious incidents must be recorded on CPOMs and Behaviour Support Plans amended. These reports are central to post-incident procedures, particularly where a parent/carer meeting is required.

2.4. Sending home:

The School will endeavour to ensure that pupils are only sent home through (a) illness or, (b) if it is unsafe for a pupil to be in school. The School recognises that external suspensions should not be routinely used but there are circumstances in which suspension is appropriate. Staff must complete the CPOMs log for serious concerns and alert the Senior/Operational Behaviour Lead.

2.5. Responsibility and Reparations:

A pupil accepts responsibility by:

- Giving their version of what has happened either verbally or in writing
- Understanding other versions
- Outlining what they could have done differently to avoid conflict
- Making reparations, including apologies where appropriate, for their actions
- Reparations may include a written and/or verbal apology. It may also include community service or a financial repayment for damages to school property or to another pupil's property.
- Participating in restorative conversations or practice

2.6. Suspension and Post-Suspension Process:

The decision to suspend is that of the Headteacher.

Each stage is designed to provide appropriate support, address concerns, and set clear expectations to promote positive behaviour and a successful reintegration. A reintegration meeting is the forum at which the pupil will be expected to take responsibility for their actions and embrace a process for reparation. Persistent and repetitive misbehaviour or violent behaviour may result in the police being called to the school. Where appropriate, the Safer Schools Police Team will be asked to attend the reintegration meeting where possible.

Following a period of suspension or significant behavioural incident, a staged reintegration meeting process will take place to support the student's successful return to school. The structure is as follows:

Initial Meeting – Led by the Pastoral/Phase Lead

Follow-up Meeting – Involving the Pastoral/Phase Lead and Operational Behaviour Lead

Escalated Support Meeting – With the Operational Behaviour Lead and Senior Behaviour Lead

Senior Leadership Review – Conducted by the Senior Behaviour Lead and Deputy Headteacher

Final Stage Review (if required) – Involving the Senior Behaviour Lead, Deputy Headteacher, and Headteacher

A review meeting involving the Behaviour Lead(s), Deputy Headteacher(s), SENCO, DSL(s) and Headteacher will be held following a pupil's third suspension. Thereafter, a further review meeting will be convened after every additional three suspensions.

The purpose of these meetings is to review the effectiveness of the school's provision, interventions and support strategies for pupils who are experiencing repeated suspensions. The meeting will consider whether alternative approaches, provision or support may be required to better meet the pupil's needs.

Where appropriate, options will be discussed and agreed in consultation with parents/carers and the Local Authority. All suspensions must be authorised by the Headteacher.

The Headteacher may decide that pupils returning from such suspension may, for a temporary period, be placed on a phased timetable to enable them to re-integrate them back into school successfully.

Please see the suspension policy for further details.

2.7. Conflict and closure:

To ensure an effective closure to any given incident, it is essential that the pupil or pupils feel secure and confident that there is no lasting resentment; that there is no likelihood of a repeat incident and that the perpetrator feels forgiven. Restorative conversations or practices form part of this process.

2.8. Therapy:

Pupils may be offered therapy as a supplement to other behaviour management strategies and parents/carers may be given the opportunity to be referred to external agencies and the Therapy and Wellbeing Team.

2.9. Strengthening minds

At Bromley Beacon Academy, we use the Strengthening Minds programme as a structured approach to understanding and improving pupil behaviour. This targeted intervention is designed to identify the specific behaviours that individual pupils may be struggling with and provide tailored support to help them make positive changes.

Through Strengthening Minds, staff work closely with pupils to explore the underlying factors contributing to challenging behaviour. The programme allows us to set clear, achievable targets and provide consistent guidance, ensuring that each pupil is supported in developing self-regulation, resilience, and improved decision-making.

By focusing on early identification and personalised support, Strengthening Minds plays a key role in our commitment to inclusion, emotional wellbeing, and the development of positive behaviours across the school community.

2.10. External Agencies:

Supporting pupils may involve external agencies. This can include Social Services, The Safer Schools Police Team, The Bromley Well-being Service, The Educational Welfare Service, The Educational Psychology Service, Change Grow Live, The Youth Offending Team, Bromley Children's Project and other relevant agencies as required.

2.11. Discrimination and Bullying:

Challenging discrimination and bullying is part of a broad educational provision at the school, both within and beyond the formal curriculum. These issues are dealt with as specific behaviours requiring particular management procedures.

Any form of behaviours of concern designed to degrade or humiliate another member of our community, physically, verbally or emotionally is dealt with appropriately. Our response is to support the victim and the perpetrator.

Incidents of discrimination/bullying are recorded on our bullying log and drawn to the attention of the Operational Behaviour Leads; such incidents are recorded daily by staff on CPOMs/bullying forms. Incidents of Bullying are monitored by the behaviour team and pupils are placed onto the Bullying Stages where necessary. The Bullying stages show the stages of individual pupils, is shared with staff regularly. Behaviour leads and SLT will make decisions about stages of the Bullying Stages.

2.12. Off Site /Out of Bounds:

Supervision of all aspects of the school day is essential for the safety and welfare of our pupils. Therefore, there needs to be a clear response to pupils going off site or out of bounds and travelling to and from school. The vast majority of our pupils travel by taxi and we work with the companies to ensure acceptable behaviour is demonstrated in the vehicle. Should a KS2 pupil abscond or leave the school site a member of staff will follow and the pupil will be encouraged to return to site, if unsuccessful the pupil may be escorted back onto the school site for their safety. Should a KS3, KS4 or KS5 pupil abscond or leave the school site their parent/carer will be informed, should the pupil not return to school within 1 hour or there are concerns for the pupils' safety a call will be made to the police where necessary.

2.13. Other Misbehaviours:

Other common misbehaviours will be dealt with by staff in attendance. Such misbehaviours include play fighting, foul and abusive language, name-calling and provocation. Mobile phones and personal smart devices must not be used during the school day and will be stored by school staff. These behaviours should always be challenged as inappropriate and unacceptable and there should be clear consequences for such behaviour.

2.14. Use of Social Media:

The school will take firm action against any pupil who posts defamatory or intimidating messages or images on social media such as mobile phones, internet sites, chat rooms, social networking sites or similar, in or out of school, about another pupil or member of the school's staff. This may well include the schools police team meeting with the pupil to discuss the severity and repercussions of the incident.

3. Rewards

3.1. (i) KS1 Midfield Campus Rewards:

By adhering to the rules (Appendix A) pupils are able to earn the following rewards as acknowledgement for their positive behaviour:

- Pupils earning behaviour ticks and bonus ticks
- Verbal praise and acknowledgement
- Stickers
- Positive phone-call home
- Postcard home
- Silver time

- Certificates
- Earning 10 minute rewards tokens/activities
- Class merit trips
- Other reward trips

(ii) KS2 & KS3(BBAO) Rewards:

Pupils are rewarded for their positive behaviour and choices by the following:

- Pupils earning 'Carrot Rewards' points
- Verbal praise and acknowledgement
- Stickers
- Positive phone-call home
- Certificates linked to LIFE values
- Reward vouchers linked to 'Carrot Rewards' points
- Class reward trips
- Weekly Headteacher Award
- Behaviour reward trips
- Positive postcards

(iii) KS3,KS4 & KS5 Rewards:

Pupils are rewarded for their positive behaviour and choices by the following:

- Verbal praise and acknowledgement
- Certificates linked to RHITT values
- Certificates for academic progress and participation
- Reward vouchers
- Reward trips
- Pastoral Leads awards
- Behaviour awards
- Weekly Headteacher Award
- Carrot rewards

3.2. Certificates:

At the end of each week, pupils are awarded certificates at a celebration assembly. These are for effort and attainment in line with the schools core values of LIFE (KS2 & KS3)(Appendix D) and RIHTT (KS4 & KS5)(Appendix H).

3.3. Annual Awards Evening:

Ten pupils are chosen by staff who have shown quality learning and behaviour and prizes are presented to them at our Autumn annual awards evening. A head pupil/s is also chosen to win an award. Awards are also given for progress and attendance.

3.4. The Jack Petchey Award:

The Jack Petchey Award is for achievement. Mr Jack Petchey, a self-made millionaire and philanthropist, has awarded the school £300 each term for the most deserving pupil to spend on a school-based activity or resource of his/her choice. There is also a Leaders' Award for an adult who has made a significant contribution to the school. Staff nominate pupils who regularly display the Trust's core values. The pupil who receives the most nominations receives the Award. All Jack Petchey winners and their parents/carers attend an annual civic reception where they meet the Mayor and local dignitaries and receive a medal.

3.5. Attendance and punctuality:

As a school we prioritise pupils' attendance and punctuality for the following reasons:

- Academic Success: Regular attendance ensures that pupils do not miss out on important lessons, assignments, and exams. Being punctual helps pupils to start the day right and be prepared for learning.
- Establishing a Routine: Regular attendance and punctuality help pupils establish good habits and a routine that will benefit them throughout their academic and professional lives.
- Social and Emotional Development: Attending school regularly allows pupils to build relationships with their peers and teachers, which is essential for their social and emotional development.
- Respect for Others: By being punctual and attending school regularly, pupils show respect for their teachers, classmates, and the educational institution as a whole.
- Accountability: Attendance and punctuality teach pupils the importance of taking responsibility for their actions and the consequences of their choices.
- Preparation for the Future: Being punctual and attending school regularly prepares pupils for the expectations of the working world, where punctuality and attendance are essential for success.

Overall, attendance and punctuality are important in school because they set the foundation for academic success, social and emotional development, and preparation for the future.

KS3 pupils are expected to arrive at school by 8:35am. Should pupils arrive any later than 9am, they will be issued a 20-minute detention. Should pupils arrive in school anytime after 9:30am they will be issued a 1 hour after school detention.

Upper KS3/4/5 pupils are expected to arrive at school by 8:30am. Should pupils arrive later than 8:45, they will be issued a 20-minute lunch time detention. Should pupils arrive at school anytime after 9:30am they will be issued a 1 hour after school detention.

Attendance is praised during our weekly celebration assembly. Pupils receive certificates and earn carrot points for 100% or improved attendance.

Please see attendance policy for more detailed information on attendance procedures.

3.6. Uniform

The schools uniform policy serves several important purposes and it is important for pupils to adhere to it for the following reasons:

- Promotes Equality: A uniform policy ensures that all pupils are dressed in the same attire, regardless of their socio-economic background. This promotes a sense of equality among pupils and reduces the pressure to wear expensive or trendy clothing.
- Fosters Responsibility: Following a uniform policy instils a sense of responsibility in pupils as they are required to adhere to a set of rules and guidelines. This discipline can translate into their academic performance and behaviour in the school environment.

- Enhances Focus on Learning: Wearing a uniform eliminates distractions related to clothing choices, allowing pupils to focus on their studies and academic goals without worrying about what they are wearing.
- Promotes School Spirit and Identity: A uniform policy can create a sense of pride and unity among pupils, as they are all representing their school through their attire. It can foster a sense of belonging and school spirit.
- Prepares for the Professional World: Following a uniform policy teaches pupils the importance of dressing appropriately for different situations, which is a valuable skill to have in the professional world.
- Safety and Security: Uniforms can help school staff easily identify pupils on campus, which enhances safety and security measures. It can also help prevent outsiders from entering the school premises unnoticed.

Overall, adhering to the uniform policy in school is important as it promotes equality, discipline, focus on learning, school spirit, and prepares pupils for the professional world. It is essential for pupils to understand the reasons behind the policy and follow it diligently for the benefit of themselves and the school community.

Pupils who arrive in school without the correct uniform (Appendix L – KS2, Appendix M – KS3, 4 & 5) will be provided uniform where possible, if it is not possible to provide uniform or the pupil refuses to wear the correct uniform they will be placed in the inclusion suite/hub for the remainder of the day. On occasion it may be necessary to contact parents/carers and request suitable uniform be brought into school. Pupils are provided with a blazer, tie (where necessary), jumper and polo shirt, any additional items can be purchased in school. Please see the uniform posters (Appendix L & M).

4. Sanctions

The school recognises its duties under the Equality Act 2010. Where a pupil's disability, SEN, SEMH need or medical condition affects behaviour, reasonable adjustments may be made to sanctions, support arrangements and behaviour responses. Any adjustments will be determined on an individual basis and recorded where appropriate.

4.1. (i) KS1 Midfield Campus Sanctions:

- Entries onto the tick sheet
- Information on CPOMs
- Restorative Justice conversations
- Time made up at break or lunch
- Telephone call to parents/carers
- Requiring parents/carers to attend the provision
- Working in a different class/classroom
- Use of the Quiet Room
- Internal Suspension
- External Fixed Term Suspensions

(ii) KS2 Sanctions (Appendix F):

Authorised sanctions within the school include:

- Restorative practice conversations

- Telephone calls to parents/carers
- Time spent in the inclusion suite
- Requiring parents/carers to attend the provision
- Negative log on carrot rewards
- Sessions for restoratives or work owed (during break)
- Internal suspension in our Inclusion Suite
- Outside Ban
- Detentions (break, lunch, after school)
- Warnings
- Outside ban
- Safer Police school team intervention
- External Fixed Term Suspensions
- Learning reflection

(iii) KS3,KS4 & KS5 Sanctions (Appendix I & J):

Authorised sanctions within the school include:

- Restorative practice conversations
- Catch-up during the school day (break time/lunchtime)
- Behaviour detentions during lunch time or after school
- Telephone calls to parents/carers
- Requiring parents/carers to attend the provision
- Internal suspension in our Inclusion Hub
- Safer Police school team interventions
- External Fixed Term Suspensions
- Curriculum detentions during lunch time or after school
- Internal/External suspensions
- Courtyard/Football bans
- Outside ban

4.2. Pre-empting issues:

Our intention is to pre-empt violent and behaviours of concern through close supervision of pupils at all times during the school day. Staff should be looking to identify potential triggers and incidents before they occur by studying the body language and moods of pupils. A quiet word of enquiry at this stage can be highly revealing and staff are expected to communicate concerns promptly. High and consistent expectations combined with early interventions around minor misdemeanour can pre-empt and prevent major misbehaviours. Pupils Behaviour Support Plans provide staff with detailed information on their body language and behaviour during each stage of any incident.

4.3. Violent, Threatening and Unsafe Behaviour:

The School must remain a safe environment in which teachers are able to teach and pupils can learn. We have a zero-tolerance attitude towards violent behaviour, therefore pupils who behave violently may face an internal suspension or fixed-term external suspension. It is the clearest way of demonstrating to pupils that we do not accept violent conduct. Where deemed necessary the school may also report incidents of violence to the police or safer schools police team.

4.4. In class Supervision and Support:

A member of staff may judge that a pupil would benefit from in-class support in order to compose her/himself, discuss a source of grievance or anger, reflect and re-compose before returning to their learning group.

4.5. (i) KS1 Unacceptable behaviour:

It is important for both pupils and staff to be clear on the expectations (Appendix A) placed on the pupils and the consequences should these not be followed. Generally, these consequences will involve a recording of behaviour on the pupil's 'tick sheet', a restorative justice conversation, a period of supervised time out from class and a telephone call to parents/carers, or a face to face conversation where children are collected by parents.

(ii)KS2 Unacceptable behaviour:

It is important for both pupils and staff to be clear that when unacceptable behaviour occurs, there will be appropriate consequences. Generally, these will involve two warnings followed by a restorative conversation with a member of staff and/or other pupils, a period of supervised time out of class, a period of time spent in the inclusion suite, a blue or orange detention or a telephone call to parents/carers.

Pupils can earn up to 4-minutes off of a blue break-time detention by earning a "green dot" in their next lessons, each green dot is worth 2-minutes off of a blue break-time detention. This provides pupils with a chance to earn back their time and turn their behaviour around.

If a student fails to complete their work, they will receive an orange detention lasting 10-minutes. If the work is still not completed after this detention, the pupil will receive a further 15-minute detention at lunchtime. Should the work remain incomplete the following day, the student will be sent to the Inclusion Hub for additional support and supervision.

(iii) KS3,KS4 & KS5 Unacceptable behaviour:

It is important for both pupils and staff to be clear that when unacceptable behaviour occurs, there will be appropriate consequences. Pupil's receive warnings for unacceptable behaviour. When a pupil receives a warning (1,2 or 3) this will be clearly communicated to them. If a pupil gets to warning 3 they will be taken to the Inclusion Hub. Subsequently the pupil will receive a 20-minute lunch time detention. Should a pupil refuse to go to the inclusion hub, they will be issued a 1-hour afterschool detention. Some behaviours such as direct swearing at others will result in a immediate Warning 3.

However, pupils are able to redeem time back from their lunchtime or afterschool detention by earning green cards (Appendix J). Green cards are given to pupils who display exemplary behaviour or learning in their lessons after being issued a detention. Each green card allows pupils to redeem 5-minutes off their detention. Pupils are unable to redeem green cards for direct swearing, playfighting or being late to school. Pupils are unable to redeem the entirety of their time back through green cards. The Inclusion Hub manager in conjunction with the behaviour team and classroom teacher will have a restorative practice conversation with the member of staff/pupil involved during the detention. Should a pupil refuse/not attend a lunch time detention, a 1-hour

after school detention will be issued. This will also give pupils the opportunity to reflect on their behaviour.
An email will follow up a phone call to parents to confirm detentions.

4.6. KS1 Midfield Campus:

Pupil behaviour is monitored at short, regular intervals throughout the day by the Class Team, through the use of a 'Smiley Face Chart'. Learners are awarded smiley faces, provided they have followed the school rules for the majority of the individual session and have met their individual targets. Each pupil takes their chart home at the end of each day, so parents/carers are able to reflect with their child on the school day.

4.7. KS2&KS3(BBAO) Visual Carrot Rewards Prompt:

Carrot Reward Posters are displayed across the school and in every classroom in order to remind pupils of the positive reward points they can earn each lesson (Appendix C). During each lesson pupils are able to earn points based on the school's core values of Learning, Independence, Friendships and Emotions, these are displayed through the school using the acronym LIFE. LIFE poster displayed in KS2/KS3 (Appendix D).

Positive behaviour and behaviours of concern are recorded throughout the day on 'Carrot Rewards', this is accessible online by parents/carers. 'Carrot Rewards' allows parents/carers to have an overview on how their child's school day has been allowing for discussions and encouragement (Appendix E). Pupils earn 'Carrot Rewards' points for positive behaviours linked to the core values of LIFE; Learning, Independence, Friendships and Emotions. Pupils are able to decide whether they wish to spend their points on smaller rewards e.g. £10 voucher or can choose to save their points in order to request a larger reward e.g. cinema trip. Pupil behaviour and attendance in lessons is logged by classes on Carrot Rewards in order to detect patterns of behaviour and allow staff to implement appropriate interventions. Visual prompts are used across the school to remind pupils of unacceptable behaviours and the consequences of these behaviours (Appendix F).

(ii) KS3 (BBAB),KS4 & KS5 Behaviours Displayed:

Positive behaviour is encouraged and celebrated throughout the school week. Staff send positive emails throughout the working day and these are added to the behaviour email at the end of each day. The core values are displayed throughout the school, Relationships, Integrity, Honesty, Trust and Teamwork. The acronym RIHTT is used to depict this at BBAB, we do it the RIHTT way (Appendix H).

Behaviours of concern exhibited by the pupils throughout the school day are logged on CPOMs as a behaviour incident by staff and passed over to the behaviour team to manage each day; also going onto the behaviour email at the end of each day (Appendix H & I).

4.8. Learning, Regulation, Toilet & Water breaks

At our school, we are committed to creating a learning environment that balances high expectations with care and understanding. To maximise learning time while supporting the physical, emotional and medical needs of our pupils, we have clear guidelines around the use of toilet breaks, learning breaks, and regulation breaks. These expectations are designed to ensure that all pupils are given the best chance to succeed in their education while maintaining their wellbeing. All breaks are granted at the

discretion of staff, based on individual circumstances, classroom needs, and professional judgement. Where required, reasonable adjustments will be documented through behaviour support plans. For upper KS3, KS4 & KS5 pupils, when on a learning break they are expected to remain in their designated zone with a learning break pass, failure to do so may result in the learning break being revoked or a warning issued.

(i) Toilet Breaks

Toilet breaks are essential to pupil comfort and hygiene, but they can become disruptive if not managed effectively. Pupils are encouraged to use the toilet before school, during morning break, lunch time, after school, and during lesson transitions. This approach helps to maximise valuable learning time and minimise interruptions. During lessons, toilet use should be limited and only taken when absolutely essential. However, we understand that some pupils will require more frequent or urgent access. Special provisions are made for pupils with medical conditions, and for female pupils who may need additional access during their menstrual cycle. All toilet breaks during lesson time remain at the discretion of staff and are managed to ensure minimal disruption to learning.

(i) Water Breaks

Hydration supports pupil wellbeing and concentration, and pupils are encouraged to bring water bottles to class. To avoid unnecessary disruption, water bottles should be filled before school, at break, lunchtime or during transition times. Requests to fill or access water during lessons are subject to staff discretion and will be managed in line with the needs of the lesson and the individual pupil. Pupils must not bring metal water bottles into school.

(ii) Learning Breaks

Learning breaks are a maximum of 3 minutes, focused breaks that may be offered to pupils after they have demonstrated sustained effort or made sufficient academic progress. These breaks are not automatic and are used to reinforce positive work habits and help pupils refocus. Staff will issue learning breaks based on their professional judgement and knowledge of each pupil's engagement. Pupils are asked to stay in designated areas to complete their break.

(iii) Regulation Breaks

Regulation breaks support pupils who need help managing their emotions and behaviour during the school day, particularly those with Social, Emotional and Mental Health (SEMH) needs. These breaks are designed to help pupils self-regulate and re-engage with learning and may include activities such as breathing exercises, movement, or access to a quiet or sensory space. They are planned in advance as part of a pupil's support plan, or offered when needed to prevent escalation. As with all breaks, regulation breaks are given at the discretion of staff, who will assess the situation and determine the most appropriate response.

The school is committed to making reasonable adjustments for pupils with additional or specific needs. Where necessary, flexible arrangements can be put in place for pupils with medical conditions, sensory needs, or emotional vulnerabilities. These will be developed in collaboration with pastoral staff, the SENCO, and parents or carers, and will be clearly communicated with all relevant staff.

Our approach to breaks aims to balance the need for structure with the importance of pupil wellbeing. While we encourage pupils to manage their basic needs outside of lesson time wherever possible, we also recognise that flexibility is sometimes necessary. All breaks—whether for learning, regulation, water or toilet use—are given at the discretion of staff. This ensures that each situation is managed in a way that supports both individual pupils and the wider learning environment.

4.9. 4 in 4 Out procedure

The 4 In 4 Out policy has been implemented for KS3, KS4 & KS5 pupils to ensure consistency and to reinforce our shared behavioural expectations. It supports pupils in developing self-discipline, respect for the learning environment, and responsibility for their conduct.

Staff and pupils follow the 4 In 4 out routine at the beginning of each lesson:

4 in – Entering the classroom

Meet and Greet/ Uniform check– Staff welcome pupils at the door to establish a positive connection and reinforce expectations. Pupils are expected to meet uniform standards before entering.

1. Sit down in your seat – Pupils enter the room in a quiet and respectful manner and sit down in their seats.
2. Equipment out– When instructed, pupils will get the necessary equipment for the lesson.
3. Begin BBA7 (starter) – Pupils engage immediately with the starter task or follow instructions, setting a focused tone for the lesson.

4 Out – Leaving the Classroom

At the end of the lesson, pupils follow the 4 Out routine to ensure an organised and respectful exit:

1. Tidy Workspace – Pupils are responsible for clearing their desk or work area.
2. Stand Behind Chairs – Pupils push in chairs and stand silently behind them, ready to leave.
3. Uniform Check – Staff ensure pupils are in full, correct uniform before dismissal.
4. Wait to Be Dismissed – Pupils leave the room only when dismissed by the teacher.

4.10. Finishing the Day:

Pupils who have not completed their day successfully may be placed in detention. If the detention is not completed then the parent/carer will be contacted and the pupil will be in the inclusion hub the following day, pupils may have to repeat their detention the following day (KS3/4/5).

4.11. Restorative Practices:

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This involves actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participators to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

5. Searching, Screening and Confiscation *(LSEAT has separate searching, screening and confiscation policy)*

5.1. Searching with consent:

Guidance provided by the DfE (July 2022) states school staff can search pupils with their consent for any item, and are not required to have formal written consent from the pupil – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

Guidance states schools are not required to inform parents before a search takes place or to seek their consent to search a child and there is no legal requirement to make or keep a record of a search. As part of everyday procedures KS2, KS3, KS4 & KS5 pupils and their belongings are searched for banned items upon arrival at school. Items such as mobile phones and electronics as well as other banned items are stored by the school, electronics will be collected by pupils at the end of the day. Certain banned items may need to be collected by a parent/carer or in some cases the police, in these cases items will not be given back to the pupil.

5.2. List of banned items (this list is not exhaustive):

- Electronics
- Cigarettes, matches and lighters
- Vapes, e-cigarettes, shisha pens or liquids
- Chewing gum
- Fizzy drinks including high energy drinks
- Permanent marker pens
- Money
- Mobile Phones
- Expensive items
- Jewellery except for a watch and stud earrings
- Illegal drugs
- Potential offensive weapons

Vaping is not permitted on school premises. We also ask that you remain vigilant in monitoring your child's activities and ensure that they understand the serious consequences of violating this policy. If a pupil is found in possession of or vaping on school premises, the vape will be confiscated immediately and destroyed. Should a pupil refuse to hand it in, he/she would be suspended with immediate effect**. This policy includes all forms of smoking (i.e. e-vapes, tobacco, cigarettes, cannabis etc) in and around the school premises**.

5.3. Searching without consent:

Head-teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol and illegal drugs
- stolen items

- Tobacco and cigarette papers
- Fireworks
- pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

6. Positive Handling

6.1. Positive Handling:

If a pupil is not able to self-regulate their emotions and places themselves, others, school property or the good order of the school at risk, then positive handling may be required. The techniques and procedures used are in accordance with PRICE Training (Protecting Rights in a Caring Environment), DfE guidelines and the School's Positive Handling Policy. All incidents of positive handling are recorded on CPOMs and parents/carers are informed in writing in addition to a phone call. Staff may employ positive handling as a last resort to stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

6.2. De-Escalation:

All staff are trained in how to De-Escalate incidents, staff will utilise their training to defuse situations which have the potential to escalate. Staff will ensure that de-escalation techniques are tailored and pupil specific this will ensure successful application of the technique. Behaviour support plans will outline which de-escalation techniques are most suited to the individual.

Staff will physically intervene when a pupil is not able to self-regulate and manage their feelings and emotions and presents a risk to themselves, others, property and the maintenance of good order of the school. De-escalation is designed to support pupils in regulating their emotions and bring them back to their normal arousal levels.

Physical intervention is used as a last resort in order to manage a potentially dangerous situation, staff will use physical interventions for the minimum duration required to ensure everyone is safe and the pupil is able to regulate their emotions.

Only trained staff may employ positive handling and de-escalation techniques and procedures; however, it is a requirement of the Trust that all contracted staff are PRICE trained. All permanent staff are fully trained and refresher training is provided on a yearly basis. Agency staff may be trained in Team Teach which is acceptable if positive handling is required in an emergency. All staff are able to use reasonable force in order to prevent harm (DfE 2026).

7. Responsibilities

7.1. The Trust Board:

The Trust Board will review the Behaviour Policy and support the school in maintaining high standards of behaviour. They will ensure that the application of the policy and procedures is fair and equitable with particular reference to ethnic or national origin, culture, religion, gender, disability or sexuality.

7.2. Headteacher:

The Headteacher will ensure the policy is followed consistently on a day-to-day basis by pupils and staff and where appropriate take necessary action when the policy is breached. They should establish a positive relationship with parents/carers and the local community.

7.3. Behaviour Support:

The Senior Leadership Team and The Behaviour Team will work with the staff and pupils to ensure that behaviour is managed throughout the school day. They will also ensure that any interruptions to lessons or break times are managed effectively and efficiently to minimise disruption to learning, whilst aiding an environment conducive to learning and emotional wellbeing for pupils and staff.

7.4. Staff:

Staff are responsible for ensuring the principles and practices of the policy underpin their management of pupil behaviour leading to a high-quality learning environment.

7.5. Pupils:

Pupils will be expected to take responsibility for their own behaviour to ensure it is in line with the Behaviour policy in and out of the learning environment. They should report any incidents of disruption, violence, bullying and any form of harassment.

7.6. Parents and Carers:

Parents and carers will take responsibility for the behaviour of their child both inside and outside of the school environment. They will be encouraged to work in partnership with the schools to ensure that high standards of behaviour are met.

7.7. Review:

The Headteacher in consultation with staff, pupils and parents/carers will undertake systematic monitoring, review and evaluation of the Behaviour Policy to ensure that the operation is effective, fair and consistent.

7.8. Training:

The School will ensure that the policy is explained to all new and existing pupils through assemblies, Home-School Agreement, form periods and within the curriculum. The School will communicate the policy to all teaching and non-teaching staff by providing copies of the policy and through staff training.

7.9. Interrelationship with other school policies:

In order for the Behaviour policy to be effective, a clear relationship with other school policies, particularly Safeguarding, Anti-Bullying, Positive Handling Policy, Suspension Policy, Teaching and Learning and Assessment must be established.

Appendix A – KS1 Behaviour Expectations:

BROMLEY TRUST ACADEMY



How to Earn My Ticks

1. I have completed my work.
2. I have followed instructions.
3. I have been polite, helpful and friendly.
4. I have shown a caring and helpful attitude.
5. I have used kind words.
6. I have kept my hands, feet and comments to myself.
7. I have put my hand up.

Appendix B -BBAO Behaviour Expectations:



Appendix C –Carrot Rewards Visuals:



CARROT POINTS

Do the right thing = Earn rewards!

EARN POINTS FOR:

1. 
   Arriving to lesson on time
   10 POINTS

2. 
   Uniform
   10 POINTS

3. 
   Work completed
   10 POINTS

4. 
   No warnings
   10 POINTS

5. 
   Bonus
   (having met the 4 carrot point requirements)
   10 POINTS

GO ABOVE AND BEYOND

50 POINTS

Student has gone above and beyond, for example preventing a fight or alerting staff to danger and things of that nature.

REWARDS


Flavoured bottled water 500ml
500 POINTS


Pick a lesson
750 POINTS



£5 Amazon / £5 Tesco voucher
1,000 POINTS

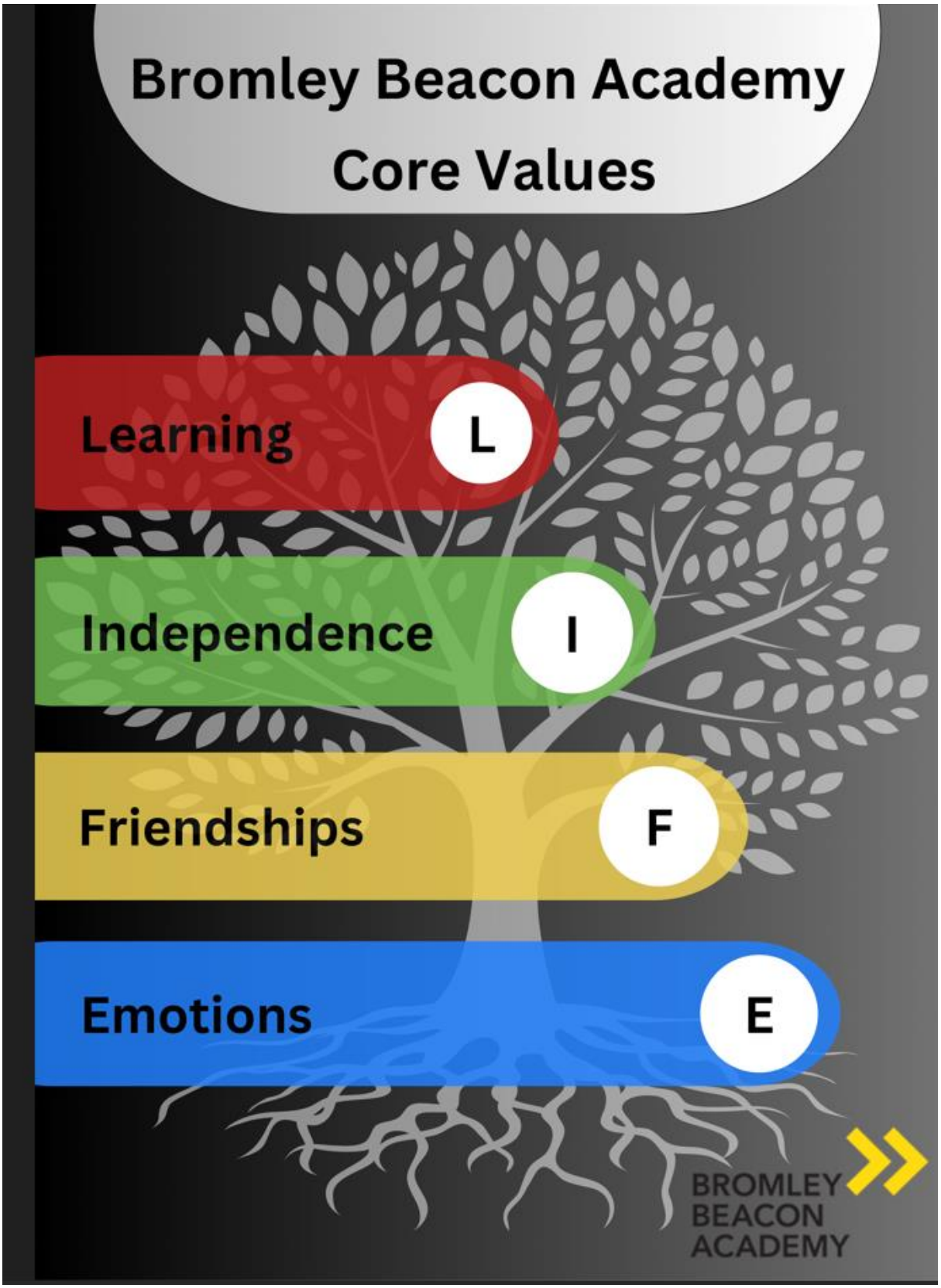


Visit to BBAO
5,000 POINTS

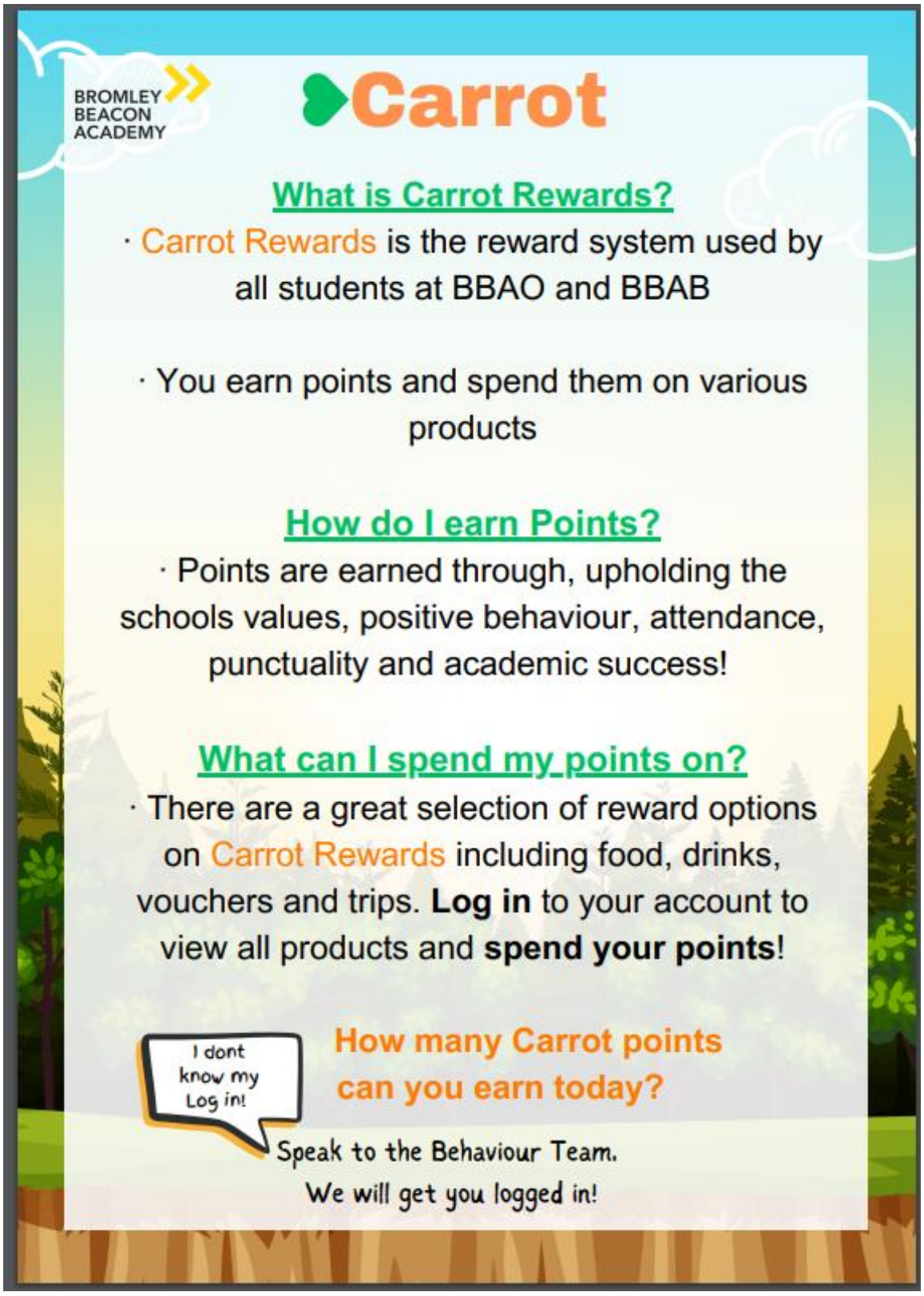

Work Experience
5,000 POINTS

Small steps = Big rewards

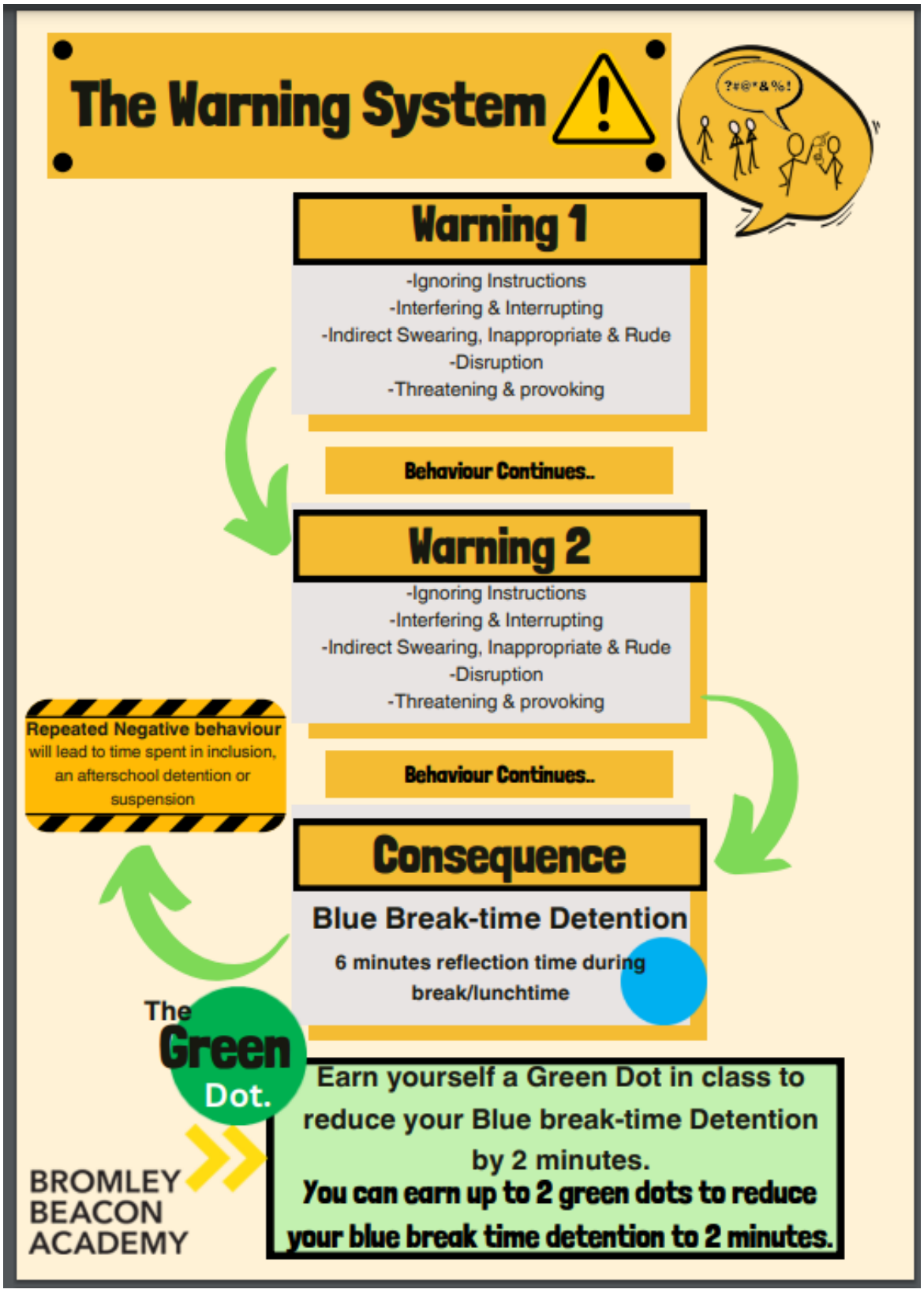
Appendix D - KS2 & KS3(BBAO) Core Values:



Appendix E - KS2, KS3, KS4 & KS5 Rewards System Poster:



Appendix F – KS2 Warning, Behaviour, Green Card System and Non-Negotiables:



The Behaviour System

BROMLEY BEACON ACADEMY

Behaviours

-Throwing & Flipping Furniture
-Hands On
-Fighting
-Direct swearing





Consequences can be one or more of the following..

Consequences

- Orange Break-time Detention
  10 minutes reflection time during break/lunchtime
- Inclusion
- After School Detention
- Suspension





The Green Dot

Green dots cannot be used to earn any of these consequences back!

Behaviours

-Out of bounds
-Climbing fences




Consequences can be one or more of the following..

Consequences

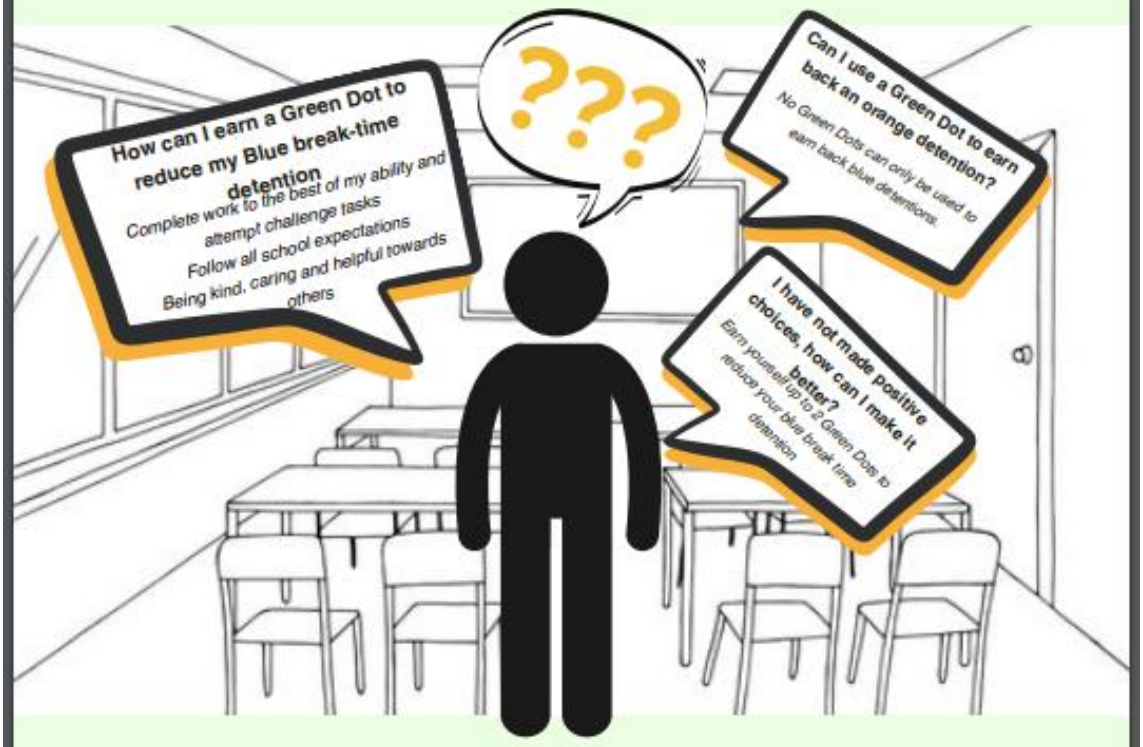
- Outside Ban
- Inclusion
- After School Detention
- Suspension






The Green Dot System

BROMLEY BEACON ACADEMY



Complete work to the best of my ability and attempt challenge tasks

Follow all school expectations

Being kind, caring and helpful towards others

The Green Dot.

Non Negotiables

These are to be followed along with the school expectations

BROMLEY BEACON ACADEMY



Full school uniform



- Wearing a school polo or jumper.
- Plain black shoes.
- School trousers/shorts or skirt.
- No coats, gloves, hoodies, scarfs once you enter school.

Walking in a line

- Walking one behind the other.
- Not touching the person in front or behind.
- Not talking, or making loud noises whilst walking around the school.

Entering/Exiting class



- Calmly entering the class ready to learn.
- Sitting in your assigned seat for each lesson.
- Asking permission to enter and leave class.

Sitting on chairs

- Sitting facing the correct way.
- Chair tucked in to the table you are sat at.
- Not sitting on or under tables.
- All four legs on the floor.



Hands on reviewed



All hands on will be reviewed by Bradley (KS3) and by Lauren H (KS2) before finding out what the consequence will be. Until reviewed on CCTV you will be sent to inclusion.

BROMLEY BEACON ACADEMY

'Shining light on potential'

BROMLEY BEACON ACADEMY

'Shining light on potential'

Appendix G – KS3 Non-Negotiables:

Non Negotiables

These are to be followed along with the school expectations

BROMLEY BEACON ACADEMY

Full school uniform

- Wearing a shirt and tie
- Blazer on till permission given not to wear.
- Plain black shoes.
- School trousers/shorts or skirt.
- No coats, gloves, hoodies in school.



Walking in a line

- Walking one behind the other.
- Not touching the person in front or behind.
- Not talking, or making loud noises whilst walking around the school.



Entering/Exiting class

- Calmly entering the class ready to learn.
- Sitting in your assigned seat for each lesson.
- Asking permission to enter and leave class.



Sitting on chairs

- Sitting facing the correct way.
- Chair tucked in to the table you are sat at.
- Not sitting on or under tables.
- All four legs on the floor.



Hands on reviewed



All hands on will be reviewed by Bradley (KS3) and by Lauren H (KS2) before finding out what the consequence will be. Until reviewed on CCTV you will be sent to inclusion.

BROMLEY BEACON ACADEMY

'Shining light on potential'

BROMLEY BEACON ACADEMY

'Shining light on potential'

Appendix H – KS3, KS4 & KS5 Core Values:



Appendix I – KS3, KS4 & KS5 Consequences:

KS3,4 & 5 Consequences

This list outlines typical consequences used at BBA; however, it is not exhaustive, and consequences may be adjusted or escalated following professional judgement, risk assessment, safeguarding concerns, or individual pupil need.
Reasonable adjustments may be made for pupils where required. Repeated incidents may trigger escalation of consequence.

Attendance, Safety & Movement

Behaviour	Likely Consequence
Being late to school before 9:30	20 minute detention
Being late to school after 9:30	1 hour after school detention
Being Late or failure to return from break or lunch (Year 11 and Sixth Form)	Loss of privilege to leave site for break or lunch
Self-exit lesson	Warnings 1–3
Self exiting Inclusion	1 hour afterschool detention if no return within agreed time
Absconding/leaving school site	Inclusion + SLT review / external agency notification

Lesson Behaviour

Behaviour	Likely Consequence
Low-level disruption	Warnings 1–3
Lesson refusal	Warnings 1-3 → Inclusion
Refusal to go to Inclusion	1 hour afterschool detention
Persistent lesson refusal	Inclusion + SLT review
Refusal to remain in the correct learning break zone	End of learning break → return to lesson
Refusal to return to lesson following learning/toilet break	Warning 3 → Inclusion

Conduct & Defiance

Behaviour	Likely Consequence
Swearing (general)	Warnings 1-3
Direct swearing at staff/pupils	Instant Warning 3 → Inclusion
Persistent verbal abuse	Instant warning 3- inform Behaviour lead to review
Refusal to follow staff instruction	Warnings 1-3
Taking a staff fob or radio	20 minute detention
Taking a staff fob/ radio and using it	1hr afterschool detention
Physical behaviour towards staff/pupils	Inclusion + SLT review
Playfighting	20 minute detention
Racist/Homophobic/Hate comments/behaviour	Inclusion minimum 1hr30 + SLT review

Bullying	Inclusion + OBL review

Damage to Property

Behaviour	Likely Consequence
Minor damage	Warning 3 → Inclusion
Major damage	Inclusion + SLT review + Possible bill sent home
Kicking through doors/pulling through doors / damaging fixtures	1 full day Inclusion
Serious or deliberate damage	Inclusion + possible suspension

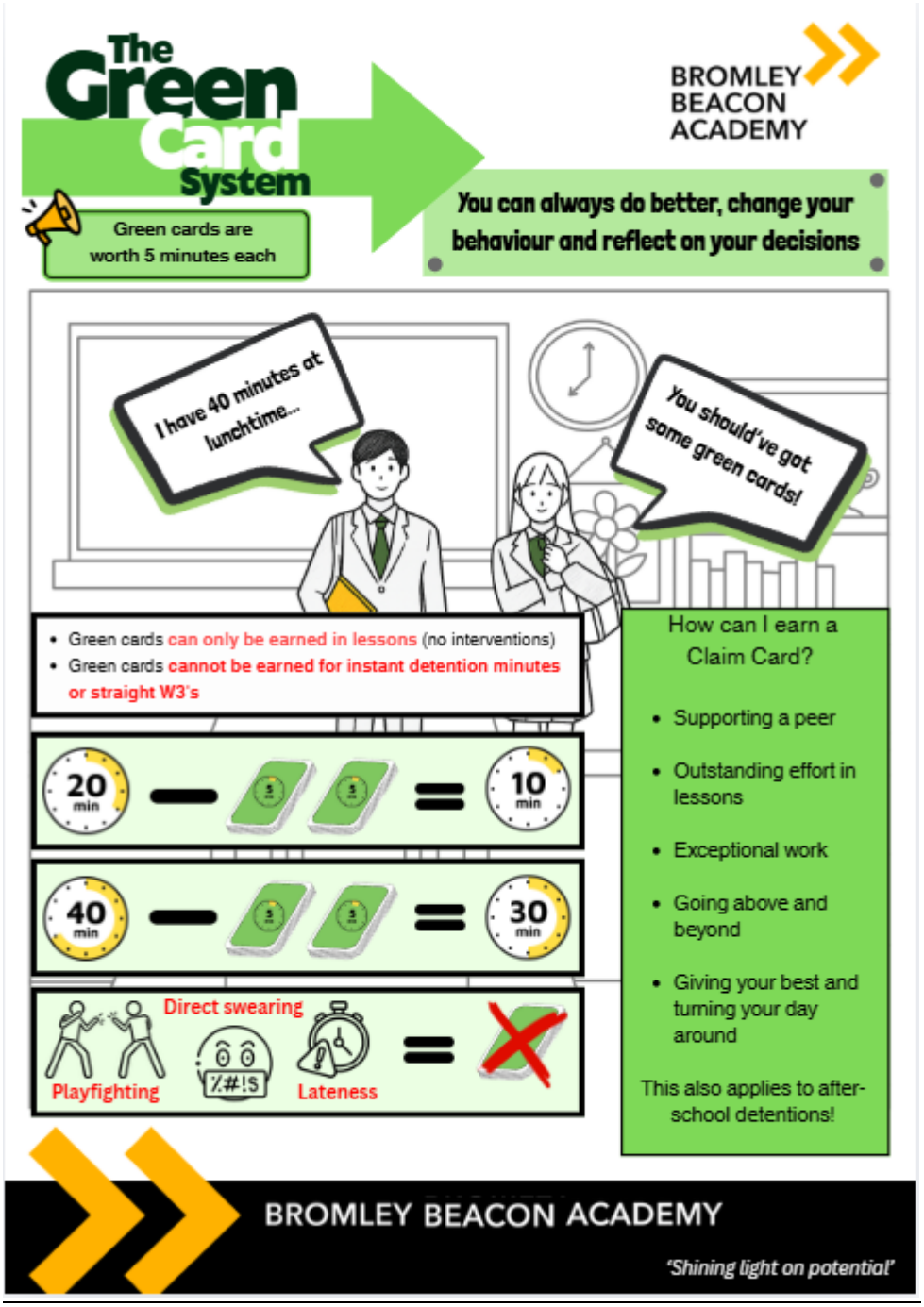
Banned Items

Behaviour	Likely Consequence
Phone on person during school day	1 hour detention + possible confiscation
Refusal to hand over phone	Inclusion + possible confiscation
Vape / vaping equipment	1 hour afterschool detention + confiscation + parent contact
Repeat vape offence	Inclusion + safeguarding review
Refusing to hand over prohibited items	Confiscated + SLT Review

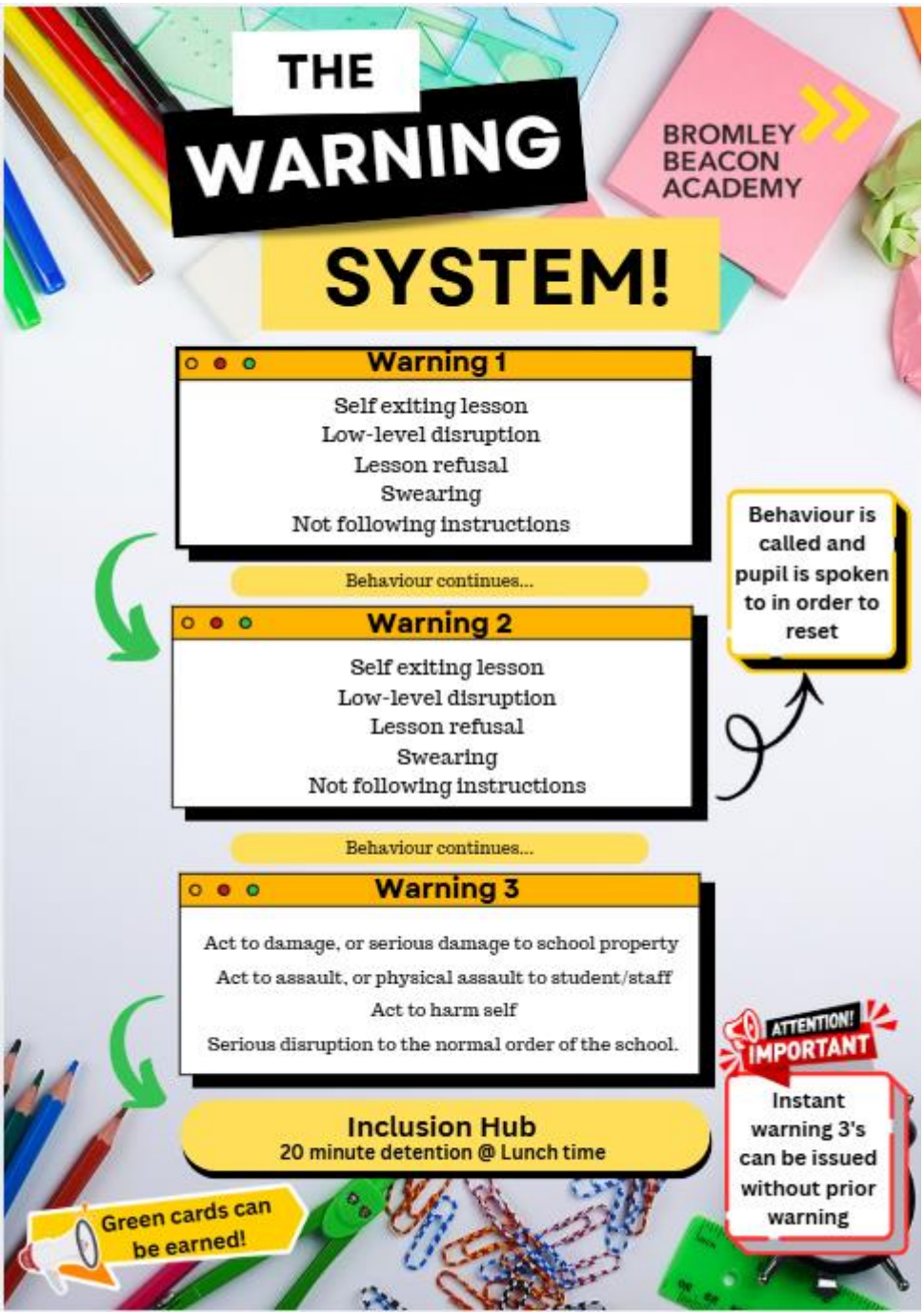
Behaviour During Consequences

Behaviour	Likely Consequence
Talking / disrupting detention	Time added – if repeated escalated to after school detention
Leaving lunch detention	Detention escalated to afterschool detention
Refusal to attend lunch detention	1 hour afterschool detention + parent contact
Refusal to complete after-school detention	Repeat the next day, if not complete the next day - 1 day in inclusion + 1 hour after-school

Appendix J – KS3, KS4 & KS5 green card system:



Appendix K – KS3, KS4 & KS5 behaviour posters:



More than a Warning 3

BROMLEY BEACON ACADEMY

Threatening behaviour
(e.g. physical threats, verbal threats)

Physically assulting others
(e.g. punching, kicking etc.)

Absconding or attempting to abscond
(e.g. leaving site or going out of bounds)

Racist, homophobic, or discrimination

Bullying
(e.g. physical, verbal, online)

Refusing to go to inclusion
following warning 3 or when asked to go

Refusing to go to a detention
or not completing it successfully

Setting off the fire alarm or extingushers

Breaking or damage to school property
(e.g. kicking through doors or breaking tables etc.)

Having prohibited or banned items
(e.g. banned items on person after being searched)

BROMLEY BEACON ACADEMY

'Shining light on potential'

BROMLEY BEACON ACADEMY

'Shining light on potential'

Instant detentions

The following incidents are instant detentions meaning no green cards can be earned

BROMLEY BEACON ACADEMY

Lateness

Expected arrival time - 8:35
Arrive later than 9:00 = 20 minute detention
Arrive anytime after 9:30 = 1hr afterschool



Playfighting

Playfighting in any circumstances is not acceptable and will result in a 20 minute detention at lunchtime. If done repetitively the consequence can be increased



Direct swearing

Direct swearing in any circumstances is not acceptable and will result in a 20 minute detention at lunchtime. If done repetitively the consequence can be increased



BROMLEY BEACON ACADEMY

'Shining light on potential'

BROMLEY BEACON ACADEMY

'Shining light on potential'

BBA Afterschool Detentions

BROMLEY BEACON ACADEMY



Why did I recieve an afterschool detention?

- Arriving to school after 9:30
- Banned items found on your person during the school day
- Self exiting inclusion
- Refusal to hand over a banned item
- Refusal to go to inclusion
- Refusal to attend lunch detention

BROMLEY BEACON ACADEMY

'Shining light on potential'

BROMLEY BEACON ACADEMY

'Shining light on potential'

Appendix L – KS2 Uniform

UNIFORM
KS2



Jumper with school logo



Yellow summer dress



Black polo with logo or white polo



Black/grey skirt or tailored black shorts



Black trousers or plain black joggers

PE kit -
PE top
Black joggers/shorts
Black trainers





Plain black shoes or plain black trainers

This school uniform is compulsory unless prior arrangements have been made with the school, if a pupil arrives to school in the incorrect clothing they will be required to change, failure to do so will result in spending the day in inclusion.

BROMLEY BEACON ACADEMY

'Shining light on potential'

BROMLEY BEACON ACADEMY

'Shining light on potential'

Appendix M – KS3, KS4 & KS5 Uniform

UNIFORM
KS3, KS4, KS5



School issued blazer

Ties are compulsory



White shirt short or long sleeve



Jumper with school logo (optional)



Black school trousers



Black/grey school skirt

PE kit -
Polo shirt
Black joggers/shorts
Black trainers





Plain black shoes or plain black trainers

This school uniform is compulsory unless prior arrangements have been made with the school, if a pupil arrives to school in the incorrect clothing they will be required to change, failure to do so will result in spending the day in inclusion.

BROMLEY BEACON ACADEMY

'Shining light on potential'

BROMLEY BEACON ACADEMY

'Shining light on potential'