**BEHAVIOUR POLICY**

**Summary**

The Boxing Academy specialises in provision for students who have struggled in mainstream school and require support in many aspects of their lives for them to achieve in education. This is done by creating a nurturing and attachment-aware environment which feels safe, consistent, and positive.

As a school we understand behaviour as communication and that adverse childhood experiences including abuse, neglect and or exploitation can impact and influence the way children behave. When addressing behaviour we hold children's safety and welfare central to our decision making and incorporate the particular risks and vulnerabilities our pupils may have.

Discipline is essential for staff and students to work co-operatively in mutual respect and with enjoyment. Our rules and code of conduct are consistently reinforced, and sanctions are clear and unambiguous. By picking up on the ‘small stuff’ immediately students learn to recognise their own patterns of behaviour and make positive interventions themselves.

Our inclusive approach to managing behaviour is built on recognising that all behaviours are driven by emotions. Most of our students are struggling in education because they have experienced trauma at some point in their young lives, through a range of experiences in early life, family backgrounds and the wider community and they are all at different points in their journey of recovery. For this reason, the school behaviour management practice is differentiated and personalised by setting individual behaviour targets – just like we do in academic areas – that are challenging but achievable, and progress is measured over time.

Our ethos reflects our origins, that of a boxing gym: a small, comfortable and familial environment with clear boundaries, strong relationships and an emphasis on discipline, achievement and hard work. Our key principles draw from this approach:

**CONSISTENCY**

*uniformity and boundaries make children feel safe*

**PERSISTENCE**

*we do not give up*

**IMMEDIACY**

*we deal with issues as they arise*

**TOUGH LOVE**

*discipline and emotional support is vital*

**CONFLICT RESOLUTION**

*do not allow your anger to rule you*

**SANCTIONS**

*understand that actions have consequences*

**REWARDS**

*learn to be successful one step at a time*

**1. Positive Behaviour**

The Boxing Academy aims to equip all our students for a positive future, not just in education but also in life. Staff will never ignore or attempt to excuse poor behaviour. Rather, they will attempt to understand its communicative intent. There will be a consistent response where student behaviour falls short. Restorative justice and informal mediation approaches will be adopted to enable children to repair and maintain any relationships that might otherwise have been damaged, and we will always employ the following approaches:

**A Fresh Start**

* The Boxing Academy model has been developed to ensure that our students receive the support they need to make the necessary changes to their behaviour and turn their educational experience around. A key feature of that is that children will receive a fresh start, regardless of their previous experience.

**Rules without relationships don’t work**

* The Boxing Academy model is based around a pod system, which allows for intense and consistent mentoring throughout the student’s stay with us, both in and out of the classroom. The role of pod leader is therefore pivotal to the success of the academic teaching and life skills that we deliver. Our staff work on building a relationship with the students and equipping them to understand, confront and gain control over their own behaviour.

**Personalised Approach**

* The small class sizes and high staff to student ratio means that we can offer a degree of flexibility in our approach and it allows our staff to innovate and to tailor each child’s programme to reflect their needs and circumstances, while still maintaining a firm and clear disciplinary structure. In the classroom, our team of teachers and pod leaders collaborate to provide support and encouragement to produce the best possible result for the child.

**2. Recognition and Rewards**

We aim to recognise, encourage and reward positive behaviour and achievements. Rewards are awarded on achievement of a goal or target and are flexible. We believe that by using a holistic approach that encompasses academic, emotional, social, behavioural and cultural learning we will equip our students with the skills, maturity and determination to make a successful life in adulthood.

Our reward routines are designed to help students understand the nature of incremental achievement, encourage them to set longer term goals and overall, to recognise the value of hard work.

Central to this is our behaviour points system as well as acknowledgement such as (but not limited to):

* Verbal praise and encouragement
* Feedback in workbooks
* Contacting parents/carers by text/phone weekly to feedback positively
* Academic reports
* Classroom displays
* Reward trips, e.g. for excellent attendance
* Friday treats (nominated by PL or achieved through previous week’s points)
* Parent and student/teacher positive feedback at Progress Day every term
* Exchange of in-lesson achievement points for vouchers
1. **What if a child makes a wrong choice? Consequences and Sanctions**

The principle of immediacy is employed to raise any issues with children when they occur, using clear and consistent language. Where possible, we encourage them to resolve matters and take responsibility using a high-challenge, low-threat approach. By making this a regular feature of the school day, we help them develop self-regulation skills.

Our team of teachers and pod leaders provide pastoral and academic interventions that are underpinned by positive relationships. Where possible it is always our aim to keep students in class. If sanctions are required, they will likely take one of these forms:

* Physical routines: push-ups, sit-ups, burpees
* Community service: cleaning the gym, washing up, picking up leaves
* Catch up with classwork missed

Students can always request a change of sanction if they are not comfortable with a physical routine (e.g. push ups for sit ups). The Boxing Academy does not use a detention system, although occasionally catch-ups after school can be employed where work has been missed.

**Boxing Academy Court**

Some less serious poor choices will be dealt with in BA Court, if the SLT agree that is it appropriate. This forum is useful for teaching young people about the justice system and restorative approaches. The jury and the legal counsel roles will be filled by a combination of staff and students, ensuring that there is proper community ownership of this process. Any sanctions issued will be in line with those used widely in school every day.

**EXPECTATIONS: Parents and Carers**

The Boxing Academy expects parents/carers to:

* Support the Boxing Academy policy on attendance and punctuality by notifying the school of any absences or lateness
* Notify the Boxing Academy of any factors which may affect the behaviour of their child
* Support their child by attending regular reviews, open days and other meetings
* Be aware of and support the Boxing Academy Behaviour Policy

Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

**Staff**

The Boxing Academy is unique in one particular way: Pod Leaders. A strong, positive, and productive relationship with their pod leader is the most important ingredient to ensure success for students at the Boxing Academy.

The Pod Leader’s job is to get to know the students, lead by example and maintain discipline at all times. Behaviour management is the responsibility of the Pod Leader and they work in tandem with the teacher in class to ensure the most efficient and effective delivery of the curriculum. All staff are expected to discuss issues (positive and negative) with colleagues at the morning meeting to get their input and support, and to devise strategies.

Sometimes it may be necessary to take things further, e.g.:

* discuss issues with senior members of staff
* make a referral to external agencies or contact the student’s school
* contact the student’s parents/guardians
* apply a consequence

These actions are not punitive measures, although the student may well see them as such, but measures that need to be taken to help the young person. Any formal disciplinary measures must be approved by the SLT.

Regardless of student behaviour, Boxing Academy staff will always interact with students in a polite, respectful, and dignified manner. By modelling the behaviour we wish to see in the students, we create a positive culture.

**EXCLUSION**

The vast majority of behaviour is managed in school; however, on rare occasions a student might have to be suspended or excluded. In cases where s/he refuses to leave, an appropriate staff member will contact parents/carers. There are more serious behaviours that stop students doing well and could result in suspension or a review of placement. These include:

* Verbal or physical abuse of staff
* Bullying – physical, verbal, emotional
* Sexual harassment of any kind
* Prejudice on grounds of race, age, gender, sexuality, disability and others
* Carrying an offensive weapon
* Use or sale of alcohol or other mood-changing drugs
* Deliberate damage or theft of property
* Smoking in or around the building

These might result in suspensions of 5 days or less, or longer. Any serious breach of the school’s behaviour policy will be thoroughly investigated by the SLT. In addition to a phone call, parents/carers will receive a letter about any suspensions.

The most serious incidents would force the Boxing Academy to consider reviewing a dual-registered student placement. This is seen as a sanction of last resort. The decision to end a placement may also be made by mutual agreement in favour of alternative provision more suited to the student.

There are some circumstances when, having established a student’s responsibility for serious breaches of the behaviour policy, a student on single roll may be permanently excluded. This is also seen as a sanction of last resort. A detailed investigation will be carried out before a decision regarding exclusion is made. Parents will be notified initially by phone and then by letter.

All measures around exclusions will be taken with reference to the statutory guidance [*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf)*,* DfE 2022.

The Boxing Academy will employ sanctions in proportionate response to unacceptable behaviour in classrooms, on the school site, on the journey to and from school, when students are wearing Boxing Academy uniform, and in the locality of the school, including local shops and food outlets. The school will also respond to e-communications which might constitute bullying or breaches of our Equal Opportunities Policy.

All students are searched and wanded upon entry and must hand over all their belongings for storage in the office. They will be returned at the end of the school day. Junk food or sugary drinks are not permitted and will be confiscated and disposed of. Please note, any smoking paraphernalia, including vape pens or lighters, will be confiscated and will not be returned to students. There are no exceptions to this rule.

Any items not permitted in school will usually be returned at the end of the day but sometimes parents will be asked to come into school to collect items.

**Monitoring of behaviour**

The Boxing Academy uses a data tracking system to monitor and assess students’ progress throughout their time with us. This allows us to identify any necessary intervention or support in a timely and appropriate manner and contributes to our overall tracking of progress.

Behavioural incidents are discussed at every daily meeting and acted upon immediately. These records are monitored by the SLT and reported to the Progress and Curriculum Committee every term to identify any trends or patterns. The committee reports to the full governing body. This information will be used to help the Academy ensure that its behaviour plans and procedures are working and helping the students.

**APPENDIX**

**Terms of Reference: Safeguarding and Behaviour Reassurance Meeting**

**When**

Every morning at the start of the school day, before students arrive at the Boxing Academy.

**Membership**
All Boxing Academy staff (including office staff). Chaired by SLT.

**Purpose**

To meet to discuss the previous day, any follow-up actions and plan for the day ahead.

This is a forum for open, honest sharing of events, incidents and observations that help keep the safety and well-being of children at the forefront of the Boxing Academy’s work. It helps to strengthen and maintain the culture and ethos, as well as modelling the standard and expectation of this practice for newer and less experienced staff.

**Responsibilities**

In line with their safeguarding responsibilities working in a school, staff will meet to share information, discuss potential risks, and seek reassurance and guidance. Matters for discussion include (but are not limited to):

* Current risks for students in response to the previous day’s events. This will include issues such as child-on-child disagreements, concerning behaviour in or out of lessons, staff concerns.
* Sharing core intelligence / new information from the DSLs or SLT as necessary.
* Discussion of ‘small stuff’ to allow for identification of vulnerable children in need of early help.
* Identification of need for support for front line staff, training needs or opportunities for innovation: *what works?*
* Strategic oversight of workforce planning, e.g. gaps throughout the day, deployment of pod leaders, schedules for SaLT or counselling drop-ins.
* Agreeing actions – possible consultation with MASH or EFRP, recording concerns on CPOMS, liaising with commissioning school, etc.
* Revisiting the vision and ethos of the Boxing Academy to ensure that its mission is delivered.