

Bradford Forster Academy

Behaviour & Rewards Policy 2025-26

Bradford Forster Academy strives to provide inspirational education for all students irrespective of their background or experience. Through exposure to outstanding teaching, the expectation of exemplary behaviour, and a consistent focus on building resilience, we aim to prepare all students with the skills and characteristics required to thrive personally, professionally and within society.

We strive to reflect our academy Christian values of Respect, Growth, and Community whilst following our strapline of '**Everything is possible for one who believes**' (Mark 9:23)



Purpose

The purpose of the behaviour and rewards policy is to ensure that all students have the opportunity to learn effectively and in a safe environment. Our policy reflects our 3 core values of respect, community and growth. We aim to ensure that students understand their behaviours and the consequences and rewards these behaviours bring. By ensuring utter clarity and consistency, we aim to be proactive rather than reactive. At BFA we want to educate students in learning to learn and how our behaviours, good or bad, affect the people around us as well as ourselves. We want to create students who, once they leave us, can make a positive difference in BD4, Bradford or beyond.

The policy covers students' behaviours in school, on their journey to and from school and whilst representing the school in any location.

Responsibilities

Students are expected to 'own' their behaviour so they can move forward and prosper at school and beyond. Students are expected to respect each other, the adults who work with them, and their environment. They are expected to demonstrate that they are giving attention and ready to learn and grow both in and outside of the classroom. They are expected to conduct themselves in a manner that ensures they respect themselves and everyone else, so that they, and our school community, are safe and orderly at all times.

Parents are expected to support the Academy with this behaviour policy in a way that allows us to enact the sanctions and rewards consistently across the student body. Parents sign a home-school agreement that outlines these expectations and reflects the aims of this policy.

The responsibilities for leadership and management are as follows. In a school, we are all leaders of behaviour, and the table below reflects this:

Post	Responsibility
All staff	<ul style="list-style-type: none">• All staff should praise students to reinforce positive behaviours relating to the Academy's values: Respect, Growth and Community• All staff should uphold the school rules and challenge students who are not getting it right• Staff should not walk past poor behaviour without addressing it• All staff should attend the relevant CPD planned for them by the Academy to support student behaviour
LSAs (Learning Support Assistants)	<ul style="list-style-type: none">• The role of the LSA is to support individuals and groups of students in lessons aiming to ensure that, despite barriers, they are achieving as well as they can academically and in their personal development• LSAs should attend Restorative conversations as part of detentions where needed to help reset the relationship between student and staff member
Class Teacher	<ul style="list-style-type: none">• Class teachers should follow the Academy's behaviour routines: To facilitate meet and greet, Do Nows, and purposeful transitions and to follow the four steps (Reminder, Warning, Consequence and Lesson Removal) when

	<p>negative behaviours arise in lessons.</p> <ul style="list-style-type: none"> • Staff should use positive framing of behaviour and 100% strategies in this policy where appropriate and helpful so language, rewards and sanctions are consistent and fair. • Class teachers should attend restorative detentions and take part in restorative conversations where needed to help reset the relationship with students • They should aim to work with parents in the best interest of the students, which could involve making positive and negative phone calls home where necessary to ensure parents and carers are part of the process • Staff should regularly conduct a uniform and equipment check at the start of lessons • Update students on their detentions at the end of the day
Form tutor	<ul style="list-style-type: none"> • Support Year Leads in ensuring students are in correct uniform and have adhered to the behaviour policy • Should be the first step on the whole school behaviour pyramid • Tutor teams and classroom staff should clearly communicate when behaviours are starting to deteriorate so they can help to reset relationship and contact home • Use form time to communicate positive and negative behaviours using the Form Time slide • When a student has emerging poor behaviours, the form tutor should put interventions in place such as parent meetings and/or a form tutor report to try to prevent the student reaching more negative behaviour points • Form tutors should support whole school policies and reinforce values by effectively delivering 're-set' messages at the start of each half-term.
Progress and Curriculum Leaders	<ul style="list-style-type: none"> • Support teachers with restorative conversations when they have failed. • Track students with emerging poor behaviour, multiple counts of disruption and/or defiance, lesson avoidance and/or emergence of unsafe behaviours • The postholder or subject leader should put in interventions such as, contacting home, placing students on subject report and monitoring ClassCharts • Staff should track ratios of positive to negative across the curriculum area and support the class teacher with keeping an effective balance of positives and negatives • A subject timetable for lesson removals put in place to ensure minimum disruption to learning • To provide support and run Seclusion Rooms or On Call as required
BSOs	<ul style="list-style-type: none"> • Present on the corridors to support students in getting to lessons on time • To work with Year Teams to support students and check-in with them to enable them to be successful in their learning • All interventions should be logged on trackers and provision maps (with administrative support for the latter where

	<p>possible)</p> <ul style="list-style-type: none"> • Support students in detentions by ensuring attendance and assisting restorative conversations • Pick up students as directed by Year Teams for Seclusion • Support the staffing and resourcing of Reset and Seclusion as necessary
<p>Year Managers</p>	<ul style="list-style-type: none"> • Should provide a high visible presence across the Academy • Should be the main contact for parents and students during the school day when issues arise • Complete 'Golden Hour' attendance phone calls between 9am-10am each day • Should deal with students during the day when their behaviour escalates and also to resolve incidents • Should support SLT and other staff in the running of detentions • Should assist in restorative conversations between students and staff where needed and help to reset relationships where tutor and faculty intervention has not had the desired impact or for serious incidents • All interventions should be logged on provision maps and trackers • Lead Assemblies to support the Academy with dealing with patterns of unwanted behaviour in their Year • Should meet with parents/carers for students who persistently make poor choices around behaviour • Should deal with SG concerns as directed by the DSL and work with outside agencies and parents to support students in getting positive behaviour in school • To run and support Reset and Seclusion rooms so students are working hard and on task • To lead On Call and direct BSOs to pick up or support students in a timely and efficient manner
<p>Year Leaders</p>	<ul style="list-style-type: none"> • Should provide a high visible presence across the Academy • Should be a known point of contact for parents and students during the school day when issues arise • Should deal with students when available during the day when their behaviour escalates and to resolve incidents • Should assist in restorative conversations between students and staff where needed and help to reset relationships where tutor and faculty intervention has not had the desired impact or for serious incidents • Should support SLT and other staff in the running of detentions • To provide support and run Seclusion Rooms or On Call as required • To monitor and track A2L across their year group and make interventions and put in support where required • To monitor and track ClassCharts data for both positive and negatives awarded for their year • Year Leaders should have an intervention log for displaying unsafe behaviours and/or emergence of lesson avoidance • All interventions should be logged on provision maps and trackers • To quality assure the use of behaviour strategies for teachers

	<p>of their year group within lessons</p> <ul style="list-style-type: none"> • Liaise with SEND about students' needs as they move through the behaviour process • Monitor effectiveness of Form time and important issues relating to making positive choices and not behaving in an unsafe/harmful way • Complete Deep Dives into the behaviour and attendance of their Year Groups
Year APs (Assistant Principals)	<ul style="list-style-type: none"> • Should provide a high visible presence across the Academy • Should meet with parents/carers for students who are frequently not meeting behaviour expectations where issues persist following Year Manager and Year Leader intervention. They should address frequent incidents of defiance, disruption, and disregard for rules and safety of others • Should ensure high quality support for staff where needed. • Should support with the management of behaviour in their Year. Should ensure that the systems, behaviour routines, sanctions and rewards are fit for purpose • To recommend to the VP (Vice Principal) and Principal when to suspend where appropriate • Should respond to requests for support and escalation of work avoidance (classroom and home learning) • All interventions should be logged on provision maps • Should support with running of Key Stage Detentions • Should run Seclusion rooms and On Call as required • Should support with the daily uniform and equipment checks
APB (Assistant Principal Behaviour)	<ul style="list-style-type: none"> • Should provide a high visible presence across the Academy • Should lead on centralised reports and reporting systems. • Should help ensure all aspects of the behaviour system are being adhered to at all times • Should ensure all communications between staff re: student behaviour is as effective as possible • Should lead on the daily behaviour bulletin • All interventions should be logged on provision maps. • Should support staff during detentions and any restorative conversations • Liaise with SEND about students' needs as they move through the behaviour process • Lead on PDCs- ensure Year Teams, SEND, Safeguarding teams all provide accurate and up-to-date logs on interventions and strategies in place • Should manage OSDs and ensuring the Year Teams have all the data and information needed for this • Should lead on ensuring Supervision and transitions between lessons are as effective as possible.
Associate Assistant Principal: SEND	<ul style="list-style-type: none"> • To provide a high visible presence across the academy • Should lead on the support of SEND (special educational needs and disabilities) students ensuring that strategies are provided to support quality first teaching • Should ensure the relevant interventions are put in place for

	<p>students with SEND or may need to be identified as SEND</p> <ul style="list-style-type: none"> • Should ensure students moving up the behaviour pyramid have their needs explored and information regarding the best strategies to support them are disseminated to relevant staff • Should ensure that SEND students accruing negative behaviour points, Seclusions and suspensions receive support from staff with SEND expertise or experience • They will form intervention number 4 on the pyramid for students who are becoming disaffected. This could be to do with homelife; SEND need or any other underlying reasons; students who are failing to see that their actions and behaviours are negatively influencing and impacting on others; or students who fail to meet the expectations for behaviour across the Academy and/or have been involved in multiple serious incidents across the Academy • All interventions should be logged on provision maps • Should support staff during reparations through circulation • Should liaise with the LA around Tier 1 support for students who need it
<p>Assistant Principal: Personal Development</p>	<ul style="list-style-type: none"> • Lead on 'Positive Behaviour Curriculum' for both Form Time and Personal Development • Monitor effectiveness of Form time and important issues relating to making positive choices and not behaving in an unsafe/harmful way • Lead on 'drop down' days around issues that support positive behaviour in and out of school • Create booklets and PPTs to accompany the behaviour resets in form at the start of each HT- underpinned by the school values
<p>ASL (Associate Senior Leader-DSL)</p>	<ul style="list-style-type: none"> • To provide a high visible presence across the Academy • To ensure that all students are safe in school- sharing data and information sensitively and effectively so adaptations are made to keep students safe • To lead on anti-bullying procedures in school and to ensure that the Bullying Policy is followed and embedded. • All interventions should be logged on provision maps and CPOMS • Should support staff during reparations through circulation
<p>Vice Principal: Quality of Education</p>	<ul style="list-style-type: none"> • To provide a high visible presence across the school • Should ensure high quality support for staff members who need it • To quality assure teaching and learning throughout the academy to ensure staff are consistently and effectively using strategies to manage behaviour • To work with Year Teams and SEND to ensure students are in the correct learning environment and can suitably access the curriculum • All interventions should be logged on provision maps • Should support staff during reparations through circulation

<p>Vice Principal: Behaviour and Attitudes</p>	<ul style="list-style-type: none"> • To provide a high visible presence across the school • Should ensure high quality support for staff where needed • Should ensure the systems, behaviour routines, sanctions and rewards are fit for purpose • To line manage AP Behaviour and Suspension Prevention Officer • Should recommend to the Principal when to suspend students where appropriate • This level of intervention is for students who have been through a PDC panel and have had reasonable opportunities to improve but continue to show the same level of negative behaviours previously exhibited • VP intervention should involve regular and effective communication with parents or carers • All interventions should be logged on provision maps and trackers • Should support staff during restorative conversations through Detentions and at other times where necessary • Chair TAC for each year group.
<p>Principal</p>	<ul style="list-style-type: none"> • To provide a high visible presence across the school • Should meet all students and parents/carers when a student is going to be permanently excluded • To Line Manage the VPs • To make the final decision on suspensions • To decide when to permanently exclude • Should support staff during reparations through circulation • Support and lead on PDCs

Relationships

Relationships are at the heart of how we manage behaviour at BFA. We will regularly gather feedback from parents and families through forums, parents' evenings, and questionnaires. These are organised by the VPs and APs for Personal Development and Behaviour.

All parents/carers sign a home-school agreement, which outlines rules students are expected to adhere to and how home can support school with making sure these rules are followed and any sanctions are completed.

Positive Framing of behaviour

Staff should be positive with students and assume success when dealing with students. AT BFA teachers use a range of strategies to effectively manage behaviour:

The following strategies should be used at all levels in the classroom to get students on task and learning without escalating potential conflicts (see table below).

Behaviour Management Strategies

Strategies	Description
100% strategies	<p>'Year 8, I need 100% of the class to be doing the Do Now, thank you. At the moment I'm waiting for 20% of you to follow this instruction... thanks- that's better- but I'm still waiting for the last 10%... thank you Year 8 that's great.'</p> <p>This strategy should be supported by:</p> <ul style="list-style-type: none"> • Non-verbal gestures • Positive group corrections • Anonymous individual corrective instructions • Private individual corrective instructions • Lightning quick public corrections
Thank you, please	<p>Avoid using 'please'. Please suggests you're asking the student to do something, and that they can say "No"</p> <p>Instead, use "Thank you", which implies that you're so confident a learner will follow an instruction that you're thanking them in advance</p> <p>For example "Can you put that in your bag or put it on my desk, thank you"</p>
Own your space	<p>Remember that the classroom is your space. Be confident in it and move around often. This will ensure students can't become complacent as they never quite know where you are or if you're watching</p>
Take-up time	<p>Give students time to respond to an instruction. We need to be clear and confident about expressing expectations</p> <p>Examples include: 'Could you open your book and start work now Jane. I'm going to see Bill who needs some help, but I'll come back in a minute if you need any help'</p>
Tactical Ignoring	<p>This may be appropriate for attention-seeking behaviour</p> <p>This could be an example of secondary behaviour so try to focus on the primary behaviour by concentrating on the student. If targeted students change their behaviour, praise them</p> <p>Example includes: The teacher may say to a nearby student 'Well done. You have remembered to put your hand up to answer a question'</p>
Acknowledgement	<p>Deflects confrontation with students by acknowledging concerns, feelings and actions</p> <p>Examples include: 'Yes, you may have been talking about your work, but I would like you to...' 'Yes, it may not seem fair but...'</p>
Deferred consequences	<p>Deals with a student who is misbehaving later and therefore removes the 'audience' (rest of the class) and avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome</p> <p>For example: 'I'd like to talk to you at the end of the lesson, thank you'</p>
Non-verbal signals	<p>Very effective because they avoid distracting the rest of the group. Examples might include: Eye contact, shaking head to indicate disapproval, finger on lips for quiet, pointing to work to direct attention</p>
Redirect Behaviour	<p>Reminds the students what they should be doing and avoid getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task</p> <p>For example: 'Okay Maria and Mark. We're looking at the extract from on page 23 of your books'</p>

Scaffolds to support conversations - these can be used wherever deemed appropriate by any Academy staff (classroom, corridor, restorative conversations etc)

In order to develop a shared language and build a culture of positive behaviour, these scaffolds and examples have been created. The intended purpose of these is to contribute to the school's culture and not to inhibit the unique characters and approaches of the wide range of staff we have at BFA. Staff across the school should follow the spirit of the four-step behaviour routine and scaffolds (even if they do not follow the exact words) wherever possible.

Scaffolds - sentence starters and examples for young people not meeting our expectations in or out of the lesson:

I notice you are <<insert specific behaviour>>
This is not in line with our <<insert rule / school value / routine / individual teacher expectation here>>
Do you remember last week when you <<insert example of positive behaviour>>?
That is who I need to see today
Thank you for listening (give the student take up time)

For example:

I notice you are talking over me. This is not in line with our rule about giving attention or respect.. Do you remember last lesson when you listened well and wrote that really good paragraph on Macbeth's character? That's who I want to see today. Thank you for listening.

Sentence starters and examples for dealing with young people you may not know well who are angry or emotional:

I understand you are <<insert emotion>>
and I need you to <<insert action required>>

For example:

I understand that you are angry about what has happened and I need you to come into this office with me so you can tell me more about it and we can resolve it.

I understand you are very passionate about this issue but I need you to lower your voice and engage in a conversation with me so I can help you resolve this.

If students argue or complain about the action or try to divert your attention onto another student's behaviour, these phrases and sentence starters may be helpful:

Maybe you are right. Maybe I do need to speak to her as well. I can do that as soon as we are finished here.

Be that as it may, I still need you to <<repeat action required>>.

I've often thought the same but right now we need to focus on you and your actions.

I hear you but my priority right now is you. There are other staff helping that student.

Phrases and examples for adults unsure of how to deal with a particular behaviour or what the next steps should be:

I need to check this with someone who knows you a bit better. I will come and speak to you later about what will happen next.

I am going to walk away to give you a chance to calm down and reflect on what's happened.

I am going to ask you to go to your lesson now to give us both a chance to think about and reflect on what's happened then we can pick this up later.

I don't have enough information to make a decision right now. I will need to speak with you later.

Behaviour routines

The following behaviour routines should be embedded in everyday practice (See laminated sheets on teacher desks:

- **Meet and greet** - staff should meet and greet students at the door with a smile
- **Do Nows** - Using the Do Now Slide, staff should provide students with accessible and educational tasks that are linked to their learning
- **Exit Routines** - students should pack away resources and leave the room tidy and orderly.
- Students should be dismissed from behind their chairs in a structured and orderly way
- **Purposeful transitions** - We have high expectations for punctuality and purposeful movement around the academy building, staying to the left at all times

Tutor time every day starts with a uniform and expectations check as well as following up on behaviour issues from the day before. A member of the year team visits classrooms to check the students have everything and resolve any issues.

If negative behaviours become apparent during lessons, these are the four steps that should be followed. Scaffolds for these conversations are provided in the policy to exemplify and support:

Reminder

- Privately, where possible, clearly state the specific misbehaviour so young people know where they're going wrong
- Remind them or ask them how their misbehaviour relates to the 3 simple rules (Attention, Respect, Best)
- Emphasis the positive behaviour you want to see
- Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things simple at this stage

Warning

- A clear verbal caution delivered privately where possible, stating clearly again what the misbehaviour is and outlining the consequences if they continue. Use the phrase 'Think carefully about your next steps.'

Consequence

- Speak to the student one last time, perhaps outside if necessary, and give them a final opportunity to engage
- Refer to previous examples of good behaviour or, if appropriate, offer a positive incentive to improve. Use the scaffolds and sentence starters in this policy where appropriate and helpful to do so
- Reiterate that there are consequences of their choices - these can't be changed, substituted or negotiated. They are responsible for that behaviour

Lesson Removal

If there is no positive change in their behaviour, call for On Call support using ClassCharts, or if you are able, use the department re-rooming timetable

Reminder examples:

You are speaking when I'm speaking. This is a reminder that one of our rules is to be respectful so instead of interrupting, please can you listen respectfully when I speak?

I've noticed that you have not started your work yet. This is a reminder that we expect you to give your best. This is a recap of what we did last lesson so I know you can do it. Make a start with it now, thanks.

Warning examples:

You are still speaking when I'm speaking and you know this is disrespectful so this is a warning. If this continues, I will have to issue a consequence. You listened brilliantly last week, so make sure that you do this again now, thanks. Please think carefully about your next steps.

You still have your head on the desk. I have supported you with the work and gone through it with you. You are still not giving me anything like your best so this is now a warning. I know you can get on with your work and ensure you avoid a consequence. Make a better choice, thanks.

Consequence examples:

I'd like you to step outside with me for a moment, please. I am going to give you one final chance to stop talking when I'm talking and listen respectfully. If you are able to do this, you can still avoid a lesson removal. If it happens one more time I will call On Call and you will be removed from the lesson.

This is your final chance to engage fully with your learning and complete the work. Do you remember last week when you were really focused and got achievement points? I need to see that version of you for the rest of this lesson now please. If not, I will call On Call. I don't think that is what you want so let's make the right choice, thanks.

Lesson Removal examples:

Your behaviour hasn't improved, you now need to leave this lesson and to go (TT lesson removal in department) / wait for On Call to collect you.

Consequences system

It is crucial that students understand any misbehaviour was not acceptable and why. Sanctions and consequences are the backstop of this system. They are clear to allow staff to manage behaviour with warmth and treat students with dignity. It also supports students with how to correct their behaviour and how to behave next time- through either restorative conversations or reintegration meetings. The sanction is appropriate for the behaviour seen.

We have systems and strategies.

In-Class system:

Stage	Script	Action
Reminder	You aren't meeting the school expectations and this is your reminder to...	No action needed.
Give Take Up Time		
Warning	As you have chosen to ignore the reminder you are now being given a warning .	If no further progress, log warning on <u>ClassCharts</u> at end of lesson.
Give Take Up Time		
Consequence	As you have chosen to ignore your warning you are now being given a consequence .	If no further progress, log consequence on <u>ClassCharts</u> at end of lesson.
Give Take Up Time		
Lesson removal	Your behaviour hasn't improved, you now need to leave this lesson and to go (TT lesson removal in department).	Log Lesson removal on <u>Classcharts</u> straight away, student needs to go directly to room instructed. Put notes of which room on <u>ClassCharts</u> .

Consistently using the 100% strategies

Consistently using the 100% strategies

Academy Behaviour Expectations

Rewards awarded to:

Young people who demonstrate a sense of community and are proud to give their best. They are giving their attention, giving respect and giving their best by:

- Moving around the building in a polite, quiet and courteous manner
- Going straight to lessons; arriving on time and ready to learn
- Wearing the correct uniform and having the right equipment
- Working hard in lesson and producing good work
- Following adult instructions

Reminder, followed later by a warning if students do not correct their behaviour

- Students not meeting the Academy's expectations

Consequence (20 minute detention)

- Students regularly failing to meet the Academy's expectations
- Over 5 minutes late to lesson
- Non correction of uniform (including not taking coat off)
- Inappropriate language/corridor behaviour
- Dropping litter
- No planner
- Using phones/electronic/earplugs equipment in corridors OR in lessons- students must hand over any devices and equipment to prevent further sanctions.
- Walking away from a member of staff

Lesson Removal/ Forty minute detention

- Persistent failure to meet the Academy's expectations.
- Over 10 minutes late to a lesson
- Refusing a sanction or refusal to comply
- Graffiti
- Failure to attend 20 min detention
- Use of lift without permission
- Refusal to hand over planner
- Refusal to hand over phone (will also incur Seclusion time)
- Out of bounds during break/lunchtimes
- Unsafe corridor behaviour

Reset room (minimum 2 periods, including a social time, 40 minute detention)

- Failed Lesson Removal department move
- Internal truancy (x1 = 2 periods including a social time. x2 = 5 periods)
- Refusing a sanction or total refusal to comply

Seclusion (minimum 5 periods + one hour detention)

- Removal from Repair Room for refusing to follow instructions
- 60+ negative points in one day
- Failing behaviour report
- Threatening and aggressive behaviour towards staff or peers
- Damage to Academy property
- Persistent internal truancy
- Vandalism/deliberate damage to school property
- Fighting or inciting a fight
- Swearing at a member of staff
- Smoking/vaping on Academy grounds
- Incorrect uniform
- Bullying
- E-safety offence (including inappropriate use of social media)
- Selling and/or caught in possession of contraband in the Academy (sweets/drinks etc)

Seclusion (1-5 days)

- Incidents from section that are deemed more serious or persistent
- Vaping
- Sexual harassment
- Discrimination e.g. racism/homophobia
- Misusing fire equipment
- Under the influence/using/bringing illegal substances into the Academy
- Unprovoked assault
- False/malicious accusations against staff

<ul style="list-style-type: none"> • Failure to complete seclusion
Fixed term suspension <ul style="list-style-type: none"> • Incidents from Seclusion sections that are deemed more serious or persistent • Refusal/failure to complete Seclusion (on return, time will be spent in Seclusion)
Permanent exclusion <ul style="list-style-type: none"> • Assault on a member of staff • Carrying a weapon or an item that could be weaponised • Setting off fire alarm • Possessing or dealing illegal drugs

*This list is representative and not exhaustive.

School Detentions

Students that receive a detention are expected to attend that the next school day. The table below explains the upscaled sanctions:

Failure to attend a 20 minute detention	Upscaled to a 40 minute detention
Failure to attend a 40 minute detention	Upscaled to a 1 hour detention
Failure to attend a 1 hour detention	Upscaled to a day in Seclusion

Student Phones and other Smart Technology

Students must not have their phone (or other Smart technology or other electrical equipment) out while at school. If they do need to bring a phone to school, it must be switched off during the school day- it should be never seen heard or used. If a phone is seen or heard by a member of staff at any point in the school day, a 30 minute detention will be given, and it will be confiscated and handed in to main reception.

- If a student has their phone confiscated 3 times in a single half term, then they will not get their phone back for 24 hours, and it can only be collected by parents/carers
- If a student has their phone confiscated 5 times or more in a single half term, then they will not get their phone back for 48 hours, and it can only be collected by parents/carers
- If a student's phone is confiscated on a Friday, the parent will not be able to collect the phone until Monday at the earliest. However, if a phone is confiscated the day before a school holiday, then this can be collected on the same day
- For students that are persistently using their phones/electrical equipment, the school may insist on the student handing it to main reception at the beginning of the day and collect it at the end of the day
- If a student refuses to hand over their phone/electrical equipment, then they will be placed in Seclusion for the rest of the day and requested to hand over phone. If they refuse when in Seclusion, then the student will be suspended. On return to school, the student will spend a day in Seclusion and must hand over their phone.

Communication

Staff

A daily Behaviour Bulletin is sent out to all staff. The Bulletin includes:

- Ratios of positive to negatives on ClassCharts
- Behaviour data for each year group
- Students in Seclusion
- Students with FTS (Fixed term Suspensions)

In addition, there are weekly updates during Monday briefings from the Principal or VP where appropriate to update staff on successes and areas that we still need to improve on as an Academy.

The systems will be reviewed each half-term by the Principal/VP/APs and necessary adjustments will be made.

In addition, the half-termly Staff Voice will allow staff to give feedback on the effectiveness of the behaviour/reward systems and allow staff the chance to contribute to the Academy-wide vision.

Communicating with students

The Assistant Principal Behaviour will ensure weekly updates are communicated to students to ensure that successes are celebrated, and expectations reinforced.

In Form Time, the Form Slide will be used to communicate with students about negatives and rewards. Weekly rewards prize draws will be conducted by a member of SLT every Friday.

Communicating with parents/carers

Parents will be behaviour expectations during admission meetings and Transition events when students are inducted into the school. Parents of students already in the school will be communicated with via regular text messages, emails, Classcharts, and videos provided by the SLT where appropriate and needed. In addition, communication will be provided by classroom staff, form tutors Year Leads and Directors of Learning.

Communicating with governors

Governors will receive termly updates. They will be shown data representing successes and further areas for improvement. They will challenge our data and our processes to ensure they are fit for purpose.

Staff induction, development, and support

All new staff participate in an induction process. An annual staff induction programme is held in July for all new staff starting on July 1st and September 1st. In addition, any mid-year new staff participate in the induction process. During induction sessions, staff are shown the behaviour policy and take part in scenarios to practise the behaviour routines, especially the the four steps, 100% strategies and conversations with parents/carers. New staff are able to engage with the policy at this stage and ask questions that arise regarding how to implement the policy.

Existing staff will have regular CPD to ensure the systems are robust. Staff will also engage with the systems through Deliberate Practice sessions, where they will have a chance to practise scenarios.

All classroom staff will be asked to attend and/or facilitate Positive Behaviour sessions. The Positive Behaviour Curriculum teaches students to learn how to give their best, how to give respect and

how to give attention. It does this through underlining the expectations for behaviour in the corridors as well as behaviour for learning.

CPD (continued professional development) throughout the year will support the following:

- Behaviour routines and shared language
- Use of the 100% strategies
- Role of the tutor and co-tutor
- Behaviour toolkit and identifying a colleague for advice/support
- Positive Behaviour Curriculum

Student support

Students with SEND (special educational needs and disabilities) status or traits will be provided with additional support from SENDCOs (and SEN team), LSAs, Teachers, tutors and, where appropriate, referrals will be made to specialists. Some of these students will also access outside agencies, supported by the school. Through faculty meetings and CPD sessions, all teaching and some support staff will be shown how to access the student support information and the expectations will be outlined. Students with SEND will access additional support, although the expectations regarding behaviour will be the same. Adaptations will be made, but exceptions must be exceptional. Staff are expected to commit to providing more support and making reasonable adjustments for these students which will involve, amongst other things, taking more time and care to explain the consequences of behaviour and actions on themselves others.

The Positive Behaviour Curriculum:

<p>In partnership with our strong Christian foundations and high-quality teaching and learning practice, The Positive Behaviour Curriculum at Bradford Forster Academy encourages students to become:</p>	
<p>The Positive Behaviour Curriculum is sequenced to allow students to build their knowledge and skills over time by:</p> <ul style="list-style-type: none"> • Providing clarity and understanding of what it means to 'Give your best', 'Give respect' and 'give attention' • Giving transparent examples of what this looks like in and around the school building and community. • Making tangible links between the "The Three G's" and the school's behaviour system • Allowing students to use their knowledge and understanding and apply them to real world scenarios 	<p>The Positive Behaviour System provides students with opportunities for them to develop the habits and skills needed to succeed in life during and after BFA by:</p> <ul style="list-style-type: none"> • Showing them the importance of 'giving your best', 'giving respect' and 'giving attention', and making clear their importance in life after BFA • Developing a healthy respect for rules and boundaries • Understanding the effect their actions on others and their communities • Developing confidence in their ability to discuss and challenge opinions/viewpoints respectfully

		Year 7	Year 8	Year 9	Year 10	Year 11
Half Term 1	Week 1	Behaviour Reset				
	Week 2	Attendance				
	Week 3	Drills/Unexpected Events				
	Week 4	Uniform				
	Week 5	Corridors				
	Week 6	Classrooms				
	Week 7	Assemblies/Worship				
Half Term 2	Week 1	Behaviour Reset				
	Week 2	Staff and Students				
	Week 3	Peers				
	Week 4	Our School				
	Week 5	Environment				
	Week 6	Community				
	Week 7	Yourself				
Half Term 3	Week 1	Behaviour Reset				
	Week 2	Routines				
	Week 3	Quality Audiences				
	Week 4	Active Listening				
	Week 5	Group Work				
	Week 6	Proof-reading and Editing				
Half Term 4	Week 1	Behaviour Reset				
	Week 2					
	Week 3	Transition - how do we do it here? Create a help sheet for new Year 7 students.	Host a debate about the importance of uniform	Decide on a rule to be added or removed from the school policy and explain why.	Evaluate other schools' policies.	Revision
	Week 4					
	Week 5					
	Week 6					
Half Term 5	Week 1	Behaviour Reset				
	Week 2					
	Week 3	Transition - how do we do it here? Create a help sheet for new Year 7 students.	Write a letter to Mrs Earles to persuade her action needs to be taken about...	Compare your own experiences at school, to the experiences of students from around the world.	Create a campaign to improve the respect that students show to their school environment.	Revision
	Week 4					
	Week 5					
	Week 6					
Half Term 6	Week 1	Behaviour Reset				
	Week 2					
	Week 3	Transition - how do we do it here? Create a help sheet for new Year 7 students.	Give a speech explaining the importance of giving your best at school.	Develop a set of guidelines to help effective group work.	Argue for or against the banning of mobile phones in schools.	Revision
	Week 4					
	Week 5					
	Week 6					
	Week 7					
		Behaviour reset	Giving your best	Give respect	Give attention	Other

Rewards at BFA

At BFA we believe in 'catching students getting it right' and look to reward students for the positive behaviours they display. We believe that staff should reward much more than they sanction.

Rewards include:

- Verbal praise
- Postcards home
- Positive Phone calls home
- Achievement points via ClassCharts

As well as Termly Rewards, students who have achieved over 200 Achievement Points in the week will be eligible for the 'Friday Celebration' prize draw where a range of prizes will be on offer: (example below not exhaustive- it changes based on Student Voice)

Item	Number per break	Number per half term	Number per term	Total Number
Switch Tablet			1	3
BFA Bear	1	2	4	12
Bradford Forster Pen	2	4	8	24
Pound shop toys	1	2	4	12
6 pack crisps	1	2	4	12
Chocolate bars	1	2	4	12
Homework Pass	1	2	4	12
Snack Voucher Canteen	1	2	4	12
Good News PhoneCall Pass	1	2	4	12
Notebooks	1	2	4	12
Charging bank – mobile	1	2	4	12
Sweet bundle	1	2	4	12
Croc shoe charms	1	2	4	12
£50 high street voucher	1	2	4	12
TOTAL PRIZES	14	28	57	171

Points can be used to get access to an end of year trip: students with a ratio of positive to negative points of 90% or over will have access to the end of year trip to an exciting destination that will be announced in half-term 1. Year 11 students with a ratio of positive to negative points of 90% or over will have access to the School Prom.

Students will also be rewarded across the year for good attendance. There are a range of rewards for this from vouchers to pizza parties to access to inflatables.

Behaviour Interventions

BFA Reporting System

Form Tutor Report

Form tutor reports are triggered by the students getting 120 negative points, or more, across a 2-week period. 60 or more negative (in class behaviour)

Tutors can monitor the number of negative points a student has across any given week by checking class charts. It is the Form Tutor's responsibility to monitor class charts.

A phone call will be made from the form tutor to inform home. The form tutor is also expected to inform the year team of who is on report.

Students will receive 2 periods in our Re-set room (plus a social time) a 1 hour 30min detention for starting on form tutor report and for each following break of report. A break of form tutor report is distinguished by:

- The student gets 120 negative points across a 2-week period. an average of 60 or more negative (in class behaviour) points per week across 2 weeks.

Students remain on the form tutor report for 10 school days and will be reviewed with their Form Tutor. Staff do reserve the right to extend the period of time on report if they feel necessary. To succeed, the student needs to complete a 10-day period with a class charts average of less than 60 negative (in class behaviour) points per week for 2 weeks.

Students failing their form tutor report on 3 occasions will be placed in the Seclusion Room for a day, parent/carers meeting and will progress to Green Report.

Reports (Green, Blue & Black)

Year Leaders/Managers Directors of Learning are in charge of informing the Assistant Principal responsible for behaviour reports, who needs to go on behaviour report after failing form tutor report. Year Leaders/Managers are also responsible for informing parents of students who move on to behaviour report. The Assistant Principal will then ensure students on report are logged on to the report tracker, so all relevant staff are aware of the students on report. The Assistant Principal will oversee the report system.

Students will fail a report if they average more than 60 negative (in class behaviour) points across a 2-week period. Students will serve a minimum of 5 periods in the Seclusion Room. Students who complete 2 weeks with an average of less than 60 negatives per week will be taken off report and parents/carers informed. The behaviour team reserves the right to extend the report period if students have a high number of points but is lower than the threshold to fail report.

Students who fail a specific colour report 3 times will move on to the next report and serve a minimum of 2 days in the Seclusion Room. Parents will be informed.

Use of Reasonable Force

The Principal and their staff have the power to use positive handling to control or restrain students in certain circumstances. All members of staff should be made aware through training and policy of the regulations regarding the use of positive handling by staff, as set out in [DfE Guidance for Use of Reasonable Force \(July 2013\)](#).

Where positive handling or restraint is used, it is an expectation that the student involved will be provided with appropriate after care to support them.

Secure records of any incident where positive handling is used will be kept in accordance with DfE guidelines. These records should be reviewed by the Principal and Designated Safeguarding Lead to ensure that practice is appropriate.

Searching, screening and confiscation

Headteachers and staff they authorise have a statutory power to search a student or their possessions [Screening and Confiscation guidance July 2022.pdf](#) where they have reasonable grounds to suspect that the student may have a prohibited item listed in and any other item that the school rules identify as an item which may be searched for as referred to in [DfE Behaviour in Schools Guidance](#)

Prohibited Items

The following items are banned items:

- Illegal substances, including drugs
- Illicit substances, including alcohol or tobacco, e-cigarettes and vaping equipment
- Weapons, or any item which has been weaponised
- Fireworks or incendiary items
- Laser pens or pointers

- Sexually explicit images

Should a search of a student's property be required because the Principal or designated deputy suspects the possession of a prohibited item, this will be carried out in accordance with DfE Guidelines and details of the search logged according to academy systems.

Seclusion

Seclusion is one of our highest in school tariff. Students will miss their social times but will be provided with work that matches their curriculum to increase curriculum continuity and ensure that Seclusion is a learning environment.

Behaviour Placements

Behaviour Placements can be offered as a 'step-out' for students who are struggling to meet the school's behaviour expectations. This can also be used as a means of avoiding suspension for more serious incidents. Students will be expected to attend an alternative provision at a different school in their seclusion room. They will be provided work from BFA to increase curriculum continuity.

Off-Site Direction

An off-site direction is arranged for a student when the school has exhausted all options and resources yet their behaviour is still consistently poor. An off-site direction can be offered at any time but are often used if an incident is so serious that the Principal judges the student is not safe to continue at BFA, or they are persistently failing to follow instructions and having a serious impact by disturbing the learning of others. Any student on an off-site direction will be on roll at BFA and another school for up to 12 weeks to see if a fresh start benefits the student. If the off-site direction is ended prematurely by the host school, students will return to BFA. There will be a 5-day behaviour placement at another student before they return to ensure that reintegration to BFA is as seamless as possible.

The Bridge

The Bridge is an on-site alternative provision designed to prevent Permanent Exclusion. Students will be given The Bridge as their provision if there have been either a serious incident or if their behaviour has been persistently disruptive or if there are EBSA issues. The curriculum is broad and balanced and reflects the learning in mainstream school but in smaller classes. The centre has a hybrid approach with some students being out in mainstream lessons at times and receiving teaching and/or support and interventions in The Bridge. The ultimate aim is to reset students and return them to mainstream education. If students exhibit positive behaviours, then a phased return to mainstream lessons will occur, starting with a core lesson and increasing from there. If students' behaviours regress, then this can be stepped back to support them in making better choices.

Summary

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The most important aspect of this policy is the notion that behaviour is everyone's responsibility (staff, families, governors, and the students themselves) and we all have our part to play in ensuring that students are behaving in the best way possible. CPD is central to ensuring that behaviour and our reaction to it are consistent. Our three simple rules and behaviour routines are embedded in our Academy culture to ensure that whatever behaviour presents itself, all staff respond to it in a consistently effective, calm way.

Related documents:

BDAT Behaviour Statement: [BDAT Behaviour Statement and Expectations](#)

[DFE Schools' Guidance: Behaviour in schools](#)

DfE search and confiscation policy: [Searching, Screening and Confiscation - GOV.UK](#)

Suspensions and Exclusions Policy: [2025-05 BFA Suspensions & Exclusions Policy](#)

DfE Mobile phones in school policy: <https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools>