Behaviour & Safety Policy

Creation Date	**22nd August 2015**
Implementation Date	**1st September 2015**
Review Frequency	**Annually**
Last Reviewed	**December 2023**
Approval	**Full Academy Council**
DfE Status	**Statutory**

Contents

1. History of most recent Policy Changes

Date	Page	Change	Origin of Change (eg TU Request, Change in Legislation)	Actioned By
24th August 2015 (V1)	Whole Document	Creation of new policy following review of existing policies and changes to legislation.		Cameron Shaw Vice Principal
March 2017	Whole document	Annual review of policy. Additional information about alternative provisions added.		Cameron Shaw Vice Principal
April 2019	Whole document	Annual review of policy ECM section removed from Objectives of this Policy.		Ian Garforth Vice Principal
September 2020	Whole document	Annual review of policy. Addition of behaviour principles.	Changes to systems. Change to statutory requirements.	Jen Cusack Assistant Principal Victoria Boynton Vice Principal
September 2021	Whole document	Annual review of policy.		Jen Cusack Assistant Principal
October 2022	Whole document	Annual review of policy.		Tara Paisey Assistant Principal
December 2023	Whole Document	Annual review of policy.		Tara Paisey Assistant Principal

2. Equalities Impact Screening

	Date of screening: December 2023					
	Name of person completing screening: Kelly Jefferies					
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
Age		x		x		
Disability	x		x			See notes below*
Gender Reassignment		x		x		
Race or Ethnicity		x		x		
Religion or Belief		x		x		
Marriage		x		x		
Pregnancy/ Maternity		x		x		
Sex		x		x		
Sexual Orientation		x		x		
Carers / in-care	x		x			See notes below*

Should the policy have a Full Equalities Impact Assessment? No

∗ Systems are adapted to meet the needs of the child and allow a child to reset and experience success. There is extensive communication between parents, carers and outside agencies (where necessary) to support students to be successful as far as reasonably possible.

3. Legislative Compliance

This policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008

- [Equality Act 2010](#)

- [Education Act 2011](#)

- [Schools (Specification and Disposal of Articles) Regulations 2012](#)

- [The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012](#)

- [Behaviour and Discipline in Schools (A guide for Head Teachers and School Staff)](#)

- [Use of Reasonable Force – Advice for headteachers, staff and governing bodies 2013 (Reviewed 2015)](#)

Summary of what the law says:

The Principal must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;

- prevent bullying;

- ensure that students complete assigned work;

- regulate the conduct of students.

The law applies to students whilst present on the Academy premises, but also when not present at the Academy but still on-roll as a student of the Academy.

4. Links to other policies

This Policy has been written as guidance for staff, parents or carers and young people and should be taken in conjunction with the following Bristol Brunel Academy (BBA) policies:

- Inclusion
- Safeguarding
- Anti-Bullying
- E-Safety
- Exclusions
- Charging and Remissions
- Children in Care Policy
- Positive Handling
- Data Protection for Staff

5. Aims of this policy

- Academy staff, students, parents and carers should all show respect for one another's individuality as learners and members of the school community.

- Positive behaviour should be rewarded.

- Sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence.

- All members of the school community should be listened to and responded to.

- All members of the school community are entitled to learn in a safe and secure environment and have a shared responsibility for creating and maintaining acceptable behaviour.

- All academy staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills.

- Academy staff recognise that positive behaviour is a pre-condition for effective learning and, therefore, promote behaviour improvement strategies as a means of improving learning and teaching.

The policy sets out approaches used relating to behaviour between Years 7 to 11 and the ethos of support and intervention which sits across all groups within the Academy.

6. Principles statement

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

- All students, staff and visitors are free from any form of discrimination.

- Staff and volunteers set an excellent example to students at all times.

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

- The behaviour policy is understood by students and staff.

- The exclusions policy explains that exclusions/suspensions will only be used as a last resort. It outlines the processes involved in permanent exclusions and suspensions. Students are helped to take responsibility for their actions.

- We seek the support of the family in regard to behaviour incidents to foster good relationships between the school and students' home life.

7. Objectives of this policy

The purpose of the behaviour policy is to ensure that all students primarily are safe in school. After this non-negotiable principle, this policy then seeks to ensure that all students experience behaviour in lessons that allows and enables them to engage fully with their learning, and accordingly make excellent progress in all lessons. Students will hear many times in their time at BBA, "Lessons are for learning" – we value their learning, and we expect all students to do the same.

Our expectation for behaviour in non-structured time is that all students treat each other with dignity, kindness and respect. This behaviour should be commensurate with the expectations that we have of behaviour within classrooms.

This policy aims, therefore, to enable staff, students, parents and carers to understand how our systems in school support this aim.

8. Roles and responsibilities

The promotion of positive behaviour and full attendance is the responsibility of all members of the academy community, including parents and carers.

8.1   Staff

The Principal, with the assistance of other members of the Senior Leadership Team (SLT), is responsible for the form and content of the policy, and for its implementation in ways that maintain an academy ethos that encourages positive behaviour and full attendance. All staff have a responsibility to ensure the policy informs their day-to- day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the academy, including: the provision of mutual support to colleagues, modelling the social, emotional and behaviour skills and demonstrating the high standards of behaviour and punctuality expected from students. We will make all efforts to establish and maintain relationships with parents/carers. Tutors and year teams will liaise with parents/carers on a regular basis in order to discuss progress, specific issues or concerns and agree a way forward.

8.2   Students

Students have a role in shaping and promoting the Academy's behaviour, anti-bullying and attendance policies. They will contribute to the detail of the policy through their involvement in defining expectations and rules, developing rewards, motivational strategies, sanctions and consequences. This will be achieved through the Student Council, tutor time, lessons and student voice. Students have a responsibility to be positive role models and to report incidents of bullying or intimidation, and a role in offering support to their peers through activities such as peer mentoring and peer counselling.

8.3   Parents and carers

Parents and carers have a responsibility for their child's behaviour inside and outside of the Academy, which they can positively influence through effective and consistent parenting, working together with the Academy, communicating expectations and encouraging progress at home. This role is vital in their child(ren)'s development. They also have a role to play in advising on the continuing development and improvement of the policy. The Academy is committed to involving parents/carers in all aspects of their child(ren)'s education through: clear communication, ensuring involvement and access to all professionals involved with the education of their child(ren) and prioritising the interests of their child(ren) in any agreed actions.

9. Positive behaviour recognition

Rewarding positive behaviour and achievement is a vital component of the learning experience within the Academy. We want to reward frequently and consistently in a structured way that staff, students and parents all value and support. We will ensure that planning about behaviour improvement is informed by statistical information about the use of rewards and sanctions. Our rewards process is outlined in Appendix C.

9.1   Recognising positive behaviour

Staff are keen to recognise and celebrate the contribution of students both within lessons and in social time. Staff will actively look for opportunities to verbally praise students, they have the opportunity to give house points or communicate home.

9.2   Assemblies

Assemblies will be used to highlight positive messages and publicly celebrate particular individual or group achievements. Assemblies will generally be once per week and carry largely positive and safety messages.

10. Consequences and sanctions

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the academy rules or who fail to comply with reasonable instructions:

a) Consequences should be used to help students make appropriate choices about their behaviour and attendance. Where they choose to breach expectations of behaviour, students have a right to expect fair sanctions, applied consistently. The most appropriate sanction is one designed to put matters right and to encourage and model better behaviour and attendance in future. Statistical information will be used to inform our planning about behaviour improvement, for example, to plan future groupings and to target support to areas where students have the greatest difficulty.

b) All sanctions and rewards are recorded onto Bromcom and monitored by the appropriate year team. In addition, Curriculum Leaders (CLs), tutors and the Senior Leadership Team will ensure appropriate support strategies are implemented to support students. Students who are a member of the Fresh Start Provision will also be monitored by this team, together with **/** or the Year Team and the SEND team.

c) The Brunel Backpack (Appendix A) is used in all classrooms to reinforce positive behaviour.

d) Staff and, when appropriate, students, will be consulted when rewards and sanctions are being decided.

10.1 'Code 3' Warning

At Bristol Brunel Academy we operate a single strike warning system. Where students make one minor breach of expected behaviour standards in lessons or tutor time or outside of the classroom, they receive a 'Code 3'. Examples of a 'Code 3' warnings include: talking whilst the teacher is talking; being disrespectful; refusal to follow instructions; not working when expected; disrupting the learning of others. These are examples and this list is not exhaustive. In lessons, any instance of behaviour which would disrupt the learning in a classroom (either of the student concerned or of another student) would result in the issuing of a warning.

10.2 'Code 4' Sanction

If a student has already been issued with a 'Code 3' and requires another warning during the same period they will be issued with a 'Code 4'.

In some situations, it may not be appropriate for students to be issued a 'Code 3' before being given the 'Code 4'. These situations will normally be of a more serious behaviour concern. Examples may include; inappropriate language, aggression towards another student, aggression towards members of staff; actions which may pose a danger to others (staff and/or students, deliberate or otherwise). Again, this list is not exhaustive and is at the discretion of academy staff.

Upon receiving a 'Code 4' the student will be sent immediately to the Safety Net.

Students must attend the SafetyNet within 5 minutes of getting a code 4. Failure to do this will result in more time in SafetyNet

10.3 The Safety Net

This is a quiet, supervised area where students will work independently following a set timetable of core lessons (Maths, English and Science). They will also be supervised for breaks and lunchtime. Safety Net time provides the student with the opportunity for further reflection on how their behaviour is impacting on not only their own, but also others' learning or experience.

Students who receive a 'Code 4' will be placed in the Safety Net for two lessons, a social time and a 30 minute detention after school, there is an adapted plan for students who have high needs.

Students may also be placed into the Safety Net room for other reasons for example, failure to achieve a positive report whilst serious incidents of behaviour are being investigated or if they have failed to attend an after-school detention. Students involved in such behaviours may spend additional time in the Safety Net as a consequence of their involvement. Parents or carers will be informed when this is the case.

If a student receives a 'Code 4' in the Safety Net alternative options will be explored. The student may be placed in SLT/Curriculum leaders (CLs) classrooms where we are able / it is deemed appropriate by academy staff. The student may receive a suspension or a suspension reduction (SURP) the following day.

10.4 Reporting System

Report cards are used with individual students and groups of students to monitor their progress and/or behaviour. Reports may target specific behaviours, for example organisational skills, and/or specific subject areas depending on the issues that have been highlighted for a student. The graduated response is shown in Appendix D.

Parents/carers play a vital role in supporting their child(ren) in improving behaviour. Parent/carers will be made aware of their child's targets and are expected to monitor their progress in conjunction with the academy. For students who fail to use their reports, sanctions will be issued.

10.5 Detentions

Parental consent is not required for detentions [as detailed in Behaviour and Discipline in Schools], although it is Brunel Academy practice to work with parents and carers to discuss any issues regarding the setting of detentions or higher-level sanctions where there is disagreement. Working in partnership is our preference at all times.

Reasons for detentions include:

a) Students who have not completed homework/self-study.

b) Students who are on a reporting system and have not met their targets for the day.

c) Students who arrive late to school.

d) Poor behaviour in social time may result in a social time detention.

This list is not exhaustive and detentions may be used by staff when deemed appropriate in the circumstances of the time.

Detentions may be issued to be served on any normal academy day. Detentions may also be issued to be served via enforced attendance on a non-teaching training day (INSET). In extraordinary circumstances detentions may be issued to be served on a weekend, as long as that weekend does not fall at the start or end of a half-term break.

10.6 Restorative approach

The Academy has a firmly embedded restorative justice approach. This is an intervention aimed at rebuilding and repairing damage in relationships between students and teachers.

10.7 Academy based community service

At times it may be appropriate for students to be given a sanction of 'academy based community service'. This may take the form of activities including; picking up litter, removing graffiti, tidying up the dinner hall after a social period, tidying up a classroom, assisting in general chores. This list is not exhaustive.

10.8 Immersion at another academy

If concerns arise regarding a student's conduct, either relating to a single larger incident or a series of persistent disruptions, the Academy may suggest to parents and the student that the student spends a short period of time attending another school. This allows the student the opportunity, away from their regular peers and potential distractions, to take some time to reset any pattern of behaviour and reflect on any incidents.

Although we appreciate this may feel like some loss of learning time, the intention is to ensure longer term success when the student returns to Bristol Brunel Academy. Immersions are most successful with parental support and the overall rationale is around giving the student the best chance to reset and refocus their behaviours.

10.9 Managed Move (MM)

A Managed Move (MM) is where a student moves to another academy for a trial period of time. The trial period is normally 12 weeks. If the student engages well in the new academy, and all parties are satisfied, then at the end of the trial period the student will move permanently to the new academy and stop being a student at the original academy.

The old academy may then offer the vacant space to a new student. The new academy will become solely responsible for the welfare of the student. If, at any point during the trial period, the student's behaviour or engagement at the new academy is not satisfactory then the MM will end and the student will return to their original academy. There is no right to appeal the decision to end the MM as it is not treated as an exclusion, therefore the student is able to return to their old academy. MMs are often offered to students and parents where the students conduct places them at risk of exclusion (suspension or permanent exclusion) as a way of avoiding these situations. In some circumstances an academy may choose to extend the 12-week MM to ensure the student is given the best chance of being successful. Parents/carers cannot request to extend the 12 week MM, it is at the discretion of the hosting academy.

10.10 'Engage' provision

'Engage' is an off-site provision and is part of Snowden Village. It is funded by academies belonging to the Cabot Learning Federation. The off-site provision provides a revolving door provision for students who are currently not engaging in their home academy. As a provision which is an extension of Bristol Brunel Academy we do not need parental support to place a student at Engage but we would always endeavour to work with parents and the student to re-engage them in education.

10.11 Suspension Reduction Plan (SURP)

Decisions to exclude students for a fixed period of time are never taken lightly. If an incident occurs that would warrant a suspension of multiple days the student and parents may be offered the chance to take part in our 'suspension reduction plan (SURP)'. Instead of being suspended for a period of multiple days, the student may be suspended for one day and then spend some subsequent days at a partner academy.

10.12 Exclusion (Suspensions and Permanent exclusions)

Suspensions or permanent exclusion, which only the Principal, if unavailable, the Vice-Principal) or Assistant Principals (suspension decisions only), can decide on, will only be taken:

- In response to serious breaches of the Academy's Behaviour Policy; or
- In response to persistent breaches of the Academy's Behaviour Policy; or
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the Academy

Any decision to exclude or suspend a student from the Academy will be made in line with the principles of administrative law i.e. that it is a lawful, rational, reasonable, fair and proportionate response. When establishing the facts in relation to an exclusion or suspension decision the Principal, Vice Principal or Assistant Principal will apply the civil standard of proof; i.e." on the balance of probabilities" it is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt".

Please refer to the Exclusions Policy for further details.

11. Taking Account of SEND and the circumstances of other vulnerable students (such as looked after or previously looked after children)

The Academy will always take into account SEND and the circumstances of other vulnerable students in implementing any aspect of the Behaviour Policy and are committed to working in partnership with parents/carers, the Local Authority and other services where it is recognised that a child's behaviour places them at risk of exclusion /suspension and whereby alternative provision may be required. In the case of students with a statement of SEND or Education Health-Care Plans (EHCP), the Academy will always consider requesting an early annual review or interim/emergency review.

12. Students' conduct and behaviour outside academy premises

The Academy will, where necessary, impose sanctions on students where their behaviour has fallen below an expected level of the academy site (as detailed in Behaviour and Discipline in Schools). The Academy can also sanction for any misbehaviour at any time that could have repercussions for the orderly running of the academy, or poses a threat to another student or member of the public, or behaviour which could adversely affect the reputation of the Academy. Any misbehaviour off site which satisfies any of these conditions will be dealt with in line with the sanctions spelt out in this policy.

13. Confiscation

The general power of a member of staff to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The aim of the confiscation of a student's property is to maintain an environment conducive to learning; one which safeguards the right of other students to be educated. A refusal to cooperate will result in a higher level sanction.

The criteria for confiscation may include:

a) An item that poses a threat to others, e.g. a laser pen.

b) An item that poses a threat to good order for learning, e.g. use of a personal music player, mobile phone, headphones.

c) An item that is against academy uniform rules, e.g. student refuses to take off their coat / hat on entry to the academy.

d) An item that poses a health or safety threat, e.g. students wearing large hooped earrings.

e) An item which is counter to the ethos of the Academy, e.g. racist or pornographic material.

13.1 Powers to search

In order to ensure that all students and staff are safe, SLT and nominated members of staff have the power to search a student's property without consent if they suspect that prohibited items have been brought onto the academy premises. Two members of staff (including one member of SLT) will be present where a student is searched. Examples of prohibited items include knives, weapons, illegal drugs, fireworks, water pistols, offensive items and any other items that are not conducive to the effective and safe running of the academy (this list is not exhaustive). If there is evidence pointing to a student having stolen property in their belongings, these will also be searched. In exceptional circumstances where there is concern about the health and safety of students and staff, nominated staff will conduct a search of student's pockets without consent. The involvement of the Police will be carefully considered, alongside liaising with the DSL, where safety concerns are paramount. All prohibited items will be handed over to the Police.

If it is suspected that a student has brought banned items into the Academy, such as cigarettes, lighters, vapes, puff bars and matches/lighters, under the School's Common Laws, staff are able to search them and their belongings, such as their locker, with their consent. Banned items can also include any item that is identified in any Academy rule as an item that is not allowed within the Academy. There is no need for a written agreement for nominated members of staff to search a student's locker or ask them to turn out their pockets.

14. The use of reasonable force (positive handling)

We always try to avoid using physical interventions and regard them as a last resort after all other approaches have been tried or in situations where the safety of the student, other members of the community, or property, are at risk of immediate harm. Where reasonable force is required, the Academy follows the [Use of Reasonable Force – Advice for headteachers, staff and governing bodies](#) guidance.

The use of reasonable force can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be positively handled to prevent violence or injury to themselves or others. Academy staff will always use the minimum force required to and try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student when for example, that member of staff has acted in a way to separate a fight between students.

We do not require parental permission to positively handle a student and where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. It is not illegal to touch / guide by touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Please refer to the *Positive Handling Policy* for further details.

15. Implementing the Behaviour Policy

a) The Principal and staff will ensure that we achieve a consistent approach to behaviour management, teaching and learning.

b) The Academy believes that, in order to support students and staff, we must have a whole Academy approach to positive behaviour. This includes the need for us to have regard for classroom management, teaching and learning, developing staff skills and support through development opportunities and ensuring that we have effective pastoral systems in place.

c) The Academy believes that positive behaviour management is critically concerned with:

- The quality of relationships between adults and between adults and children.
- The nature of interventions between adults and children.
- The need to preserve the right to respect, self-esteem and dignity of all involved.

16. Monitoring and review

The Academy will evaluate the impact of this policy by receiving data from the relevant staff analysed by year group, gender, SEND and ethnicity.

Data is provided to the Academy Council regarding behaviour and exclusions, and we use this information to inform and adapt our practice and address training needs.

Prior to any review of the policy, any feedback received about the policy will be considered.

17. Appendices

Appendix A - The Brunel Way - Work Hard, Be Kind

*At BBA we **make exceptional things happen** today, tomorrow and in the years to come.*

The 5 key strands
We make good things happen:
- *Academically*
- *Professionally*
- *Socially*
- *Personally*
- *Within the community*

Every student leaving BBA will carry the right qualifications, skills and qualities ready for a successful and positive future.

We make exceptional things happen:	At BBA:	What's in our backpack?	How can I achieve my badge?
Academically	**We work hard to be the best we can be**	• Self-agency • Sense of self • Sense of place • Qualifications • Literacy and numeracy skills	- Make excellent progress in my subjects - Shoe resilience in my lessons - Always try my hardest - Respond well to teacher feedback - Consistently completing homework to a high standard
Professionally	**We have pride in our appearance and in our work**	• Strong work ethic • Employability skills • Knowledge of Post 16 routes and careers	- Support at Evening Events - Be on an interview panel - Being a Tutor/class leader - Leading an assembly
Socially	**We celebrate our differences and challenge inequality**	• Togetherness and belonging • Ability to build strong relationships • Community Cohesion - ability to celebrate, live and work with people from different communities • Self-management	- Being a member of an inclusion group. - Being a defender in bullying situations - Fundraising - Being a mentor/buddy to other students
Personally	**We take pride in who we are**	• Self-efficacy • Self-esteem • Healthy body and mind • Resilience	- Being a mentor - Careers Events - Overcoming problems to succeed in lessons
Within the community	**We respect and take care of our community and environment**	• Self-discipline • Ability to contribute to society and support communities • Ability to look after others and the environment	- Representing Academy teams/performing in Academy productions - Duke of Edinburgh - Volunteering in the community

The CLF **HEART values** are intrinsically part of the Brunel Way:

High Expectations
Equity
All children
Resilience
Togetherness

Appendix B – The return to school meeting form

RETURN TO SCHOOL MEETING

Student:	Year:	Date:	Graduated response Layer:

Behaviour and attendance overview
Code 3 -   Code 4 -   Attendance % -   House Points -   Suspension's -

Reason and length of absence from school: **Student voice and reflections:**

Return to school targets
1.
2.
3.

Who will you need to help and support you and how can we help you to be successful?
1.
2.
3.

Please turn over

Home learning (Please delete)

Did you receive work to complete at home? Yes/No
Was this online or a work pack? Online/Work pack
Did you complete the work? Yes/No
Was the work …. Too Easy/Just right/Too hard?

What needs to happen now?

Year team mentoring		Attendance / Behaviour report	
SLT mentoring		Additional parental meetings	
LSA support		Weekly phone calls	
Report Card		Counselling referral	
Careers Meeting		EHCP Process / Needs Assessment	
Fresh Start Intervention		Fresh Start	

Referral to outside agencies

	Previously completed (Tick)	To be actioned following this meeting (Tick)
OTR		
CYN		
BANARDO'S		
BDP		
Be Safe		
Winstons Wish		
Empire Fighting Chance		
PMH Specialist		
GP		
Brook		
Kooth		
Integrate		
Hopes Place		
Strength and difficulties questionnaire		

Student signature: Parent / Carer signature:

Staff signature:

Appendix C – Rewards at BBA

Rewards at BBA 2022-2023

Daily
- **Success cards** – awarded and sent home when a student has modelled the Brunel way.
- **Raffle tickets** – 'quick win' rewards for students making the right choices during social time and learning time. Each year team has a raffle ticket 'tombola' for weekly prize draws – winners announced in assembly.
- **House points** – awarded every time a student earns a '1' in class.

Weekly
- **Tutor league** – Each week top 3 tutor groups for attendance & behaviour in each year gains house points. Heads of houses to reward their top tutors each week.
- **Positive phone calls home** - By Year Teams, Curriculum Teams & Tutors, all communication logged.
- **Hot Chocolate Fridays -** Weekly raffle draw winners from year team Brunel way raffle to have hot chocolate with SLT.

Termly
- **Curriculum competition** – Each term different curriculum teams run a competition encompassing a Brunel Way strand, winning students earn house points & reward. Winner announced in end of term assembly.
- **Academic Awards** - Each teacher can nominate one student per class to receive an academic award.
- **House competition** – Led by the house team and student council; in line with the Brunel Way strand for the term, winning students earn house points & reward. Winner announced in end of term assembly.
- **Attendance** – Any individual with 100% attendance for the term earns a termly reward and certificate. Year teams & SLT can each nominate one student for most improved 'wild card' spot.
- **End of term celebration assemblies** – Run for each year group. Individual certificates given for 100% attendance, top behavior points and subject nominations. Tutor group certificate for best attendance and behaviour in the year group. Each certificate gains house points.

Term	Reward	Criteria
1	Onsite Movie – Students vote in Tutor to choose	Behaviour – **ZERO** code 3s/4s **Plus** set number of code 1s. Wildcards nominated by Year Teams.
2	Cinema Trip	Behaviour – **ZERO** code 3s/4s **Plus** set number of code 1s. Wildcards nominated by Year Teams.
3	Onsite Movie – Students vote in Tutor to choose	Behaviour – **ZERO** code 3s/4s **Plus** set number of code 1s. Wildcards nominated by Year Teams.
4	Reward Trip – Activity TBC	Behaviour – **ZERO** code 3s/4s **Plus** set number of code 1s. Wildcards nominated by Year Teams.
5	Thorpe Park Theme Park	The Thorpe Park trip will be linked directly to the Brunel Way and the BBA badge system – Criteria TBC.
6	Inflatables	House Cup Winner for the Year

End of Year

- **Attendance Reward** – At the start of Term 5, a select number of students in each year group gain a place on the big reward (trip). Each year team get a small number of 'wild card' nominations for most improved students. Last year 200 students were rewarded – 50 per year!
- **Sports Day –** House points awarded to the winner!
- **House Reward** – Winner of the house cup, announced at the end of Term 6 celebration assembly. The whole house (Y7-10) reward run in the last week of term e.g. Inflatables.

Brunel Way: BBA Awards

- **BBA Award Badges** – Throughout their time at BBA students can work to earn badges for each strand of the Brunel way. For example, 10 subject nominations will earn the 'academic' badge or being a student leader will earn the 'community' badge. Once a student has earned all five badges, they receive the 'gold award'.

Appendix D – The graduated response

Appendix D – The graduated Approach