



## Behaviour Policy

September 2021

<b>Published date:</b> September 2020	<b>Next review deadline:</b> September 2023	<b>Statutory</b>	<b>Executive Lead at ATT:</b> Susan Byles Regional Education Director
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<b>Associated documents:</b>
Uniform Expectations Mobile Phone Procedure The 'Nicholas Hamond Academy Way' Rewards and Sanctions Guidance
<b>Links to:</b>
<ul style="list-style-type: none"><li>• Safeguarding Policy</li><li>• E-Safety Policy</li><li>• Anti-Bullying Policy</li><li>• Social Media Policy</li><li>• Curriculum Policy</li><li>• Reasonable Force Policy</li><li>• Code of Conduct</li><li>• Home-Academy Agreement</li><li>• Data Protection Policy</li></ul>

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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## Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict**. They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'The Nicholas Hamond Academy Way'.

## **1 Legal framework and definitions**

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

## **2 Scope of this policy**

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

### **3 Academy curriculum**

- 3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Pupils respond better to praise and encouragement than punishment.

### **4 Roles and responsibilities**

#### **4.1 Staff members will**

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

## **4.2 Pupils will**

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community
- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

## **4.3 Parents/carers will**

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

## **5 Classroom behaviour**

- 5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.
- 5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

## **6 Pupils' conduct outside of the classroom**

- 6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.
- 6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when
- pupils are taking part in any academy- organised or academy related activity
  - pupils are travelling to or from our academies
  - pupils are wearing academy uniform
  - pupils are in some way identifiable as a pupil at one of our academies
  - pupils' behaviour could have repercussions on the orderly running of our academies
  - pupils' behaviour poses a threat to another pupil or member of the public
  - pupils' behaviour could adversely affect the reputation of our academies.

## **7 Sanctions for poor behaviour**

- 7.1 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.
- 7.2 Punishments are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.
- 7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is
- made by a paid member of staff, or a member of staff authorised to do so by the Principal
  - made on the academy premises or whilst the pupil is under the charge of a member of staff
  - reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.
- 7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.
- 7.5 Sanctions
- relate to a specific task or action and will be applied clearly
  - are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
  - reinforce **our** core values and ethos
  - do not focus repeatedly on the same issue without progress
  - do not have a negative effect upon others.
- 7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.



- 7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:
- a) an assessment to establish a clear analysis of the pupil's needs
  - b) a plan setting out how the pupil will be supported
  - c) the required action to provide the support
  - d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.
- 7.9 We consider a pupil's special educational needs when dealing with their behaviours.
- 7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.
- 7.11 There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.
- 7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

## **8 Use of Suspensions (fixed period exclusion) and permanent exclusions**

- 8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.
- 8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.
- 8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as  
 "the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."
- 8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 8.4 The decision to exclude a pupil is a serious one and will only be taken
- in response to serious or persistent breaches of this policy, **and**
  - if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.
- 8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without

success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.

- 8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of “prohibited items” listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.
- 8.8 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
  - allow the pupil to give their version of events
  - consider if the pupil has special educational needs (SEN).
- 8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education’s latest [statutory guidance](#) to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

## **9 Use of detention**

- 9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.
- 9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.
- 9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by contacting them 24 hours in advance of an after school detention. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:
- Whether the detention is likely to put the pupil at risk.
  - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
  - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may

not be necessary for a short after academy detention where the pupil can get home safely.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9.4 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

## **10 Confiscation of Inappropriate Items**

10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely at main reception or handed to the Principal for safeguarding where the property is considered unlawful.

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned through parental collection.

10.5 A log is kept to record all confiscated items (see Appendix C).

## **11 Power to use reasonable force and right to search pupils**

11.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

11.2 Members of staff can seek pupil consent to search for items deemed not appropriate to be on the academy site or for items that may belong to other academy stakeholders. Force cannot be used to search for these items.

11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.

11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is

unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.

- 11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

## **12 Seclusion and isolation rooms**

- 12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our Inclusion Room. We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.
- 12.2 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.
- 12.3 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion**. Pupils are not kept in isolation for more time than is necessary.
- 12.4 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.

## **13 Bullying**

- 13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

## **14 Drugs, tobacco, alcohol and illegal substances**

- 14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.

- 14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.
- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

## **15 Weapons**

- 15.1 The law recognises three categories of offensive weapon:
- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
  - Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
  - Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.
- 15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.
- 15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.
- 15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.
- 15.6 Confiscated weapons are given to the police as soon as reasonably practicable.
- 15.7 Parents are informed of their child's involvement in any activity related to weapons.

## **16 Mobile phones**

- 16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.
- 16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

## **17 Child protection and safeguarding**

17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

## **18 Outside agencies**

18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.

18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

## **19 Staff training and support**

19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.

19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.

19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

## **20 Record keeping and data protection**

20.1 We keep a record of incidents of misbehaviour and positive behaviour.

20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by

- Gender
- Ethnicity
- EAL
- Pupil premium
- SEND
- Disability
- Age
- Religion
- Sexuality
- Children Looked After.

20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.

20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.



## Appendix A Procedure for Rewards

Students can received PRIDE points during the day both in and out of lessons, outlined below:

Reward type	Rational	Points Awarded
<b>In class rewards</b>		
Positive	making a positive contribution to lesson, examples could include sharing a good answers, reading out loud, helping a peer or the teacher	3
Resilience	When a student completes a piece of work they have found challenging, they have shown resilience and stuck to the task and have been able to complete it. Not giving up.	3
Initiative	Students have shown independence by completing all their work, including a challenge task, helping another student or supporting additional learning.	3
Determination	To show continued determination towards a task, topic or project over a period of time.	3
Excellence	Producing an outstanding piece of work or giving an outstanding answer	3
<b>Out of class</b>		
Community Contribution	This could include student helping another student out, or someone within the community, picking up litter or any action helping to provide a positive culture.	3
Post Card Home	For extra recognitions for students that have gone above and beyond in lesson or around the academy	5
Positive Start	To be awarded on a Monday by tutors for: 100% attendance 0 Behaviour Points Full uniform and Equipment	5
Attendance & Attainment	Current reward within assembly. Nominated by tutors each week.	5
Exceed	Current reward within assembly. Nominated by tutors each week.	5
Outstanding Contribution	A student that makes an outstanding contribution to the academy or local community. These can be put forward to SLT for consideration.	10
Principal's Award	A contribution that goes above and beyond. These can be put forward by Year Teams or HOF's to the Principal	20

As students' progress through the term and amass PRIDE points they move up the rewards level. At each stage students will receive a TNHA badge and other rewards.

PRIDE points	Awards
100	<b>Bronze</b> certificate and badge
250	<b>Silver</b> certificate and badge. VIP break pass.
350	<b>Gold</b> certificate and badge. Breakfast with the Year team
450	TNHA Pencil case and <b>Palladium</b> certificate. Breakfast with the Principal
600	Head of Year Award. Lunch pass. <b>Iridium</b> certificate
800	Senior Leaders Award. Student choice of reward. <b>Ruthenium</b> certificate
1000	Principal Award. Free access to reward trip and <b>Platinum</b> certificate







The academy expects that students will:

- Show independence in and develop control over his/her own behaviour and learning.
- Display maturity in all relationships, marked by mutual respect.
- Enjoy confidence in oneself as a learner.
- Act as an active partner in the design, implementation and evaluation of their education.
- Take responsibility for his/her own behaviour and learning.
- Be engaged with learning and the life of the academy.

Students can expect to be informed of positive effort through verbal praise and our range of certificates and rewards. Tutors will be able to celebrate success by using data produced on a regular basis. Similarly, poor behaviour will be shared with parents/carers who are our best supporters in helping to correct such matters.

## Appendix B – Procedures for Sanctions

### Student Behaviour and Learning Expectations

Behaviour in the classroom is also covered by The TNHA Teaching Rubric, seen in the TNHA Teaching and Learning policy. Staff follow a warning system for students not abiding by the academy's Behaviour and Learning expectations.

Students have a clear set of routines and expectations at the beginning, during and end of lessons and are expected to follow these non-negotiables. Failure to do so will result in a student receiving a sanction. The routines and non-negotiables are displayed in every classroom.

#### At the beginning of the lesson:

Enter the class quietly & ready to learn with your correct equipment  
Get your equipment out, place this on the table and be ready to learn.  
Answer the register with yes Miss/Sir

#### During the lesson:

Create a positive learning environment by

- Respect others voice—Remain silent whilst others are talking and Actively Listen.
- If you have a question put your hand up and wait in silence to speak.
- Do not disturb the learning of others, this includes turning around and distracting others.
- Follow instructions the first time of asking.
- Take part, be proactive and resilient with your learning.

#### At the end of the lesson:

Pack up quickly and quietly.  
Stand behind your chair ready to be dismissed.  
Ensure there is no rubbish left around you.  
Leave the class quietly when instructed to do so.

Should student fail to meet our expectations then they will receive a 'consequence'

Consequence	Examples of behaviours. But not exclusive	Detention
<b>C1</b> <b>Remind</b> <b>Verbal Warning</b>	Talking out of turn on the first occasion. Not being ready to learn. Not following instructions on the first occasion. Being off task.	
<b>C2</b> <b>Recorded</b> <b>Warning</b>	Talking out of turn on a second occasion. Not being ready to learn after being reminded once. Not following instructions on the second occasion Being off task.	<b>10 minute</b> <b>detention.</b>
<b>C3</b> <b>Removal</b> <b>from class</b>	Not being ready to learn after being reminded. Not following instructions on the third occasion. Behaviour that disrupts the learning of others more than once. Being rude or defiant.	<b>25 minute</b> <b>detention.</b>

The Nicholas Hamond Academy aims to involve parents in their child's learning in the following ways:

- Through the Home & Academy Agreement which is also signed by new students upon arrival into the academy
- Regular contact and communication with the student's Form Tutor
- Through the assessment and reporting cycle
- Through 'Personal Support Programme' meetings with members of the Pastoral Team
- Individual contact with subject, faculty or SEND staff at parents evening or when necessary

Behaviour at social times should meet the same high expectations as would be expected in the classroom. Please see Duty Expectations and Student Social Time Expectations for further details. Students who do not meet these expectations will follow the behaviour policy, which will result in the student losing their lunch time for a set period of time.

## **1. Attendance and lateness**

All students are expected and required to attend the academy every day on time. It is the responsibility of the academy and parents working together to ensure that students' attendance is as regular as possible. Students who arrive late to the academy without a valid explanation will be given a detention. Guidance on attendance and procedures for dealing with attendance problems is given in our Attendance Policy. The academy will use Fixed Penalty Notices and Fast Track procedures for students whose attendance is 90% or below, or has a number of unauthorised absences.

### **Late to school consequences:**

- 15 minute lunchtime detention if a student is late to the academy
- 3 lates in a half a term = 25 minute lunchtime detention
- 6 lates in a half a term = Director of Pastoral Care after school detention for 90 minutes.

### **Late to lessons**

- When the bell has gone or the lesson has started.
- 10 minutes lunchtime detention.
- 4 (or more) late to lesson in a week = 60 minute after school detention

## **2. Home/Academy Agreement**

At the beginning of the academic year, all students will be issued with the Home/Academy agreement that parents and students must sign. It contains information about the academy's expectations for learning. These expectations are discussed and reinforced with the students during academy assemblies and tutorial time. These expectations for learning are introduced to new staff at their induction meetings.

## **3. Bullying - Peer on Peer Abuse**

"Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally." (DfE Preventing and Tackling Bullying, advice for headteachers, staff and governing bodies. October 2014)

Every student has the right to feel emotionally and physically safe in our academy. We recognise the worth of each individual and demonstrate our shared values in the way that we work with and behave towards others.

As such, bullying and prejudice related behaviour of any kind is unacceptable in our academy. The academy expects a high standard of behaviour from all students.

Please refer to the Peer on Peer Abuse Policy for more information.

## **4. Aggression, Intimidation and Violence**

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated at The Nicholas Hamond Academy. Aggression, intimidation and violence will be deemed as Gross Misconduct. An incident does not need to result in physical harm for it to instigate serious sanctions. Each incident will be investigated and where necessary the perpetrator(s) will receive consequences.

## **5. Damage to the academy fabric or furniture**

If the damage is accidental, there will be no charge. If the damage is the result of silly behaviour, parents/carers will be informed and the cost of repair/replacement will be shared between those involved.

Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions may result. Serious offences may result in permanent exclusion.

#### **6. Behaviour on academy trips and on home-academy transport**

Students on academy trips and visits, and on the daily home-academy buses, are governed by the academy's expectations for learning and behaviour.

It is expected that students behave well on trips and visits and on the daily buses. Poor behaviour on buses can be extremely dangerous and is completely unacceptable. Likewise rudeness to drivers and other adults will not be tolerated and may result in sanctions or refused travel.

Students could be sent home if their behaviour risks the health and safety of others.

Students who misbehave on the daily buses may be reported to Norfolk County Transport who are able to ban them from further travel on the buses concerned. Those who travel on buses commissioned directly by The Nicholas Hamond Academy may not be allowed to continue to travel on our buses. Students are expected to follow the Code of Conduct for home to academy transport.

#### **7. Use of mobile phones or other electronic devices**

'If it's out or it's on it's gone'

Although students are allowed their phones during their journey to and from school, students should not have their mobile phones or other electronic devices switched on and visible during the school day. The academy will not take responsibility should they go missing or be stolen.

Students using their mobile phones or other electronic devices during school time will have these items confiscated for the day, with increasing sanctions depending on the number of times the phone has been confiscated. These items will be placed in a labelled envelope and taken to reception for safekeeping until the end of the day. If a mobile phone is confiscated three times, the mobile phone can only be collected by a parent/carers.

Incidents of bullying using mobile phones or other electronic devices will be dealt with according to the Peer on Peer Abuse Policy and Safeguarding Policy.

Any student using a mobile phone to send or receive illegal images may be referred to Child Protection agencies and the Police and sanctioned accordingly.

Students who breach any of the academy's policies or use a mobile phone to act illegally will be banned from bringing a mobile phone to the academy and sanctioned accordingly.

#### **8. Chewing Gum**

Chewing gum is not permitted in the academy. Students' chewing gum will be told to put the gum in a bin and will receive a 10 minute lunchtime detention.

## **9. Truancy**

Students who leave the site during the day without permission or miss lessons will be regarded as truants.

The following sanctions apply:

- Students caught truanting will be taken straight to the Inclusion Room and be recorded as a Gross Misconduct. The student will be expected to make up the time that they have missed as well as serve an after school detention. For example if they missed 40 minutes of a lesson they would sit a 70 minute after school detention. 30 minutes for the behavior and 40 minutes to make up for the missed learning.
- Persistent truancy: Where a student is truanting regularly the situation would need to be investigated thoroughly by the Attendance Office, their KSL, under the supervision of the Assistant Principal in charge of Attendance.
- In the case of persistent truants a case conference will be convened with all parties in attendance, and improvement strategies will be implemented.

## **10. Defiance of staff**

Defiance of staff will not be tolerated. Defiance could lead to exclusion from the academy. Continued defiance may result in a longer period of exclusion. In extreme cases, such as defiance of the Principal, students could face permanent exclusion.

## **11. Gross Misconduct**

Gross Misconduct is a very serious breach of our expectations for learning and behaviour. An agreed list of actions that constitute Gross Misconduct is reviewed annually by staff, students and parents. A student who commits gross misconduct will be internally isolated. Where a student's conduct does not fit into any of the areas stated previously; but disturbs the learning environment, puts student or staff at risk or affects The Nicholas Hamond Academy community in any detrimental way, isolation will also be considered. Depending on the severity of the incident students could face external exclusion or permanent exclusion.

## **12. Binary Behaviours & Non-Negotiables**

In every class students have a set of non-negotiable expectations. Students are expected to follow these. Failure to do so will result in student being given a 'consequence'.

Students also have a set of Binary Behaviours. These are a set of behaviours that if exhibited will result in a set minimum sanction. This list is not exclusive to all incidents as some behaviours may not fall into these set areas but is a clear tool for staff and students to understand the consequences for their actions.

## **Pastoral Support Programmes (Reports)**

Students who are excluded as a result of poor behaviour will be placed on a Pastoral Support Programme. This will be drawn up in partnership with parents and the student at a readmission Interview.

Pastoral support programmes can also be used to support and track students' behaviour if they have displayed prolonged poor behaviour.

It is an expectation of the student that they get their report signed each period, this is the students' responsibility. The student is also expected to report to the relevant member of staff leading the report at least once a day. Failure to meet the expectations of the report may lead to a student receiving detentions including afterschool and escalation of the report.

Parents/ Carers are also expected to look at and sign the report on a daily basis.

### **Out of lessons**

Students are not allowed to leave their lesson for any reason without a signed note from their teacher, using the correct form.

Students are not allowed out of their lessons to go to the toilet unless they have a toilet card.

However, staff are asked to use their professional judgement.

### **Police Involvement**

We aim to work closely with our colleagues from the police. However, the decision to involve the police in any incident should not be taken without reference to the Principal.

### **Uniform and Appearance**

Students who arrive at the academy without the correct uniform are expected to go to the year office as soon as they arrive so problems can be rectified. Failure to do so will result in them being sent to the year office during Morning Standards Check again so the problem can be resolved.

Where a simple solution cannot be found (for example borrowing uniform) the student will be removed to isolation and parents/carers will be contacted as soon as possible.

Students are not permitted to wear jewellery to the academy apart from a maximum of one stud in each ear and a watch. No other visible body piercing, such as tongue piercing are allowed. Students who contravene these rules will be asked to remove the items and will have the item confiscated for the day.

#### **Incorrect Uniform Consequences**

If a student has a note from a parent/ carer, where possible replacement uniform will be issued. If there is a medical reason why this cannot happen then medical evidence will need to be provided.

Should a student not have a note from a parents/ carer the student will be expected to wear the uniform provided to them by the academy. Failure to do so will result in the student being removed from circulation until the uniform issue can be rectified or they choose to put on the provided uniform.

### **The role of the Pastoral Team**

The Pastoral Team use a variety of strategies in order to ensure that barriers to learning are removed and those students do not continue to breach the academy's expectations for learning and behaviour.

These strategies include:

- The use of restorative justice techniques
- Mentoring
- Self-management techniques

- Referrals to counselling services or other external services
- Other appropriate interventions

### **Reflection Room**

Students that do not follow our high behaviour expectations in class and receive a staged approach C3 will be asked to leave the class immediately and go to the reflection room. Students that receive a C3 will be expected to sit a 25 minute detention at lunchtime. An accumulation of C3 detentions may result in the student receiving an afterschool detention for a set period of time.

Whilst in the reflection room students are expected to complete a reflection sheet, and their work. Students are expected to follow the same high expectations of that within lesson. Failure to do so may result in the student being placed into Isolation for a period of time determined by the Director of Pastoral Carer or Assistant Principal.

### **Isolation**

Isolation is a resource which is used to internally seclude students who have breached the academy's expectations. This can be for what is deemed as Gross Misconduct or receiving 2 C3's in a day or 5 C3's in a week.

Students in isolation will be removed from the student body circulation for the entirety of their set period. Students will be based with the year teams or a member of the Middle or Senior Leadership Team.

Whilst a student is in Isolation, they are expected to follow the same high expectations of that within lessons. If a student's behaviour is deemed unacceptable whilst in isolation the 'consequence' system will be followed. If a student's behaviour continues to fall below our expectations, parents/carers will be contacted, advised of the situation and, if necessary, students will be collected immediately pending further action.

### **Students with Special Educational Needs (SEND)**

We recognise that we may need to make reasonable adjustments to the behaviour policy to accommodate some of our students' barriers to learning. These adjustments will be planned and reviewed with the SEND team and drawing on professional assessments and guidance. For example, a student with working memory difficulties may be given more take up time when given instructions.

Clear behaviour expectations, consistently communicated and reinforced, provides the structure and sense of safety that our students need to make the best possible progress.



### Escalation of missed or failed detentions

Students are expected to turn up to detentions on time and complete their detention in silence. Failure to successfully complete their detention will result in an escalation of detention as outlined below

Detention Type	C2	C3	After School	After School 2	After School 3	Isolation
Duration	10 minutes	25 minutes	30 minutes	60 minutes	90 minutes	1 full + 60 minutes after school
Notify Parent		2C3's in a day or 5 in a week	Y	Y	Y	Y

### Notes

- The above is to be used as a guideline. The academy reserves the right to omit stages, consequences and interventions.
- All decisions are made at the discretion of the academy.
- All stages must be noted on Go4Schools.
- If a number of detentions are accrued then the academy may combine these into an afterschool detention for the same period of time owed. This is at the Middle Leaders/ SLT judgement.

## Pastoral Support Programmes (Reports)

	Subject Leader Report (Pink)	Tutor report (Green)	Key Stage Leader report (KSL Yellow)	Director of Pastoral Care report (DPC Orange)	Senior Leadership Report (SLT Red)	Principals Report (Purple)
<b>Criteria</b>	A trend of behaviours within a specific subject	A trend of behaviours across more than one subject/ area.	Failure of Tutor Report or a continued trend of poor behaviour. 1 off incident if deemed necessary such as an incident resulting in a FTE.	Failure of KSL Report 1 off incident if deemed necessary such as an incident resulting in a FTE	Failure of DPC Report 1 off incident if deemed necessary such as an incident resulting in a FTE	Failure of SLT Report
<b>Minimum Duration</b>	6 lessons	1 week	2 weeks	2 weeks	2 weeks	2weeks
<b>What constitutes failure of a report</b>	<ul style="list-style-type: none"> <li>- Failure to collect report</li> <li>- Failure to return report</li> <li>- Failure of more targets on report</li> <li>- Failure to have report signed for any lesson in that day</li> <li>- Additional behaviour point accrued whilst on report.</li> </ul>					
<b>Consequences of failure</b>						
Failure of report will result in escalated sanctions dependant on the type of report and the level of failure. At all levels sanctions will be considered each day of the report and will be put in place as close to that day as possible to allow the student best time to reflect.						
<b>Informing parents of students on report</b>	Head of Faculty	Tutors	KSL	DPC	SLT	Principal

## Notes

- The above is to be used as a guideline. The academy reserves the right to omit stages, consequences and interventions.
- All decisions are made at the discretion of the academy.
- All events must be noted on Go4Schools.

**Appendix C – Search and Confiscation Log**

Date	Pupil Name	Search Y/N	Reason for search	Searched by (Confirm 2 members of staff)	List Item(s) found or state nothing found	List items confiscated	Confiscated by?	Where are the items stored?	Police informed Date/time and by whom	Parent informed? Date/time and by whom	Date item returned or if collected-who by

