Holbrook Academy

Rewards & Behaviour Policy

Date Approved	12th July 2022
Signed	Louise Cullen – Chair of Governors
Minuted	WGB – 12th July 2022

Amended for September 2022

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.

Member of staff with responsibility for this policy.	G Anstee-Parry
Governor with responsibility for this policy.	L Cullen / Q&M Committee
Policy review date	Summer 2023
What is the purpose of this policy?	To provide a clear strategic response in managing behaviour at Holbrook Academy and to promote rewards across the school
What are its headline targets? (using quantitative and qualitative measures)	To reduce the number of of low level disruptive behaviour incidents by 25% To reduce the number of permanent exclusion with a focus on mid-year entries support To double the number of reward points offered in academic year
How is this policy to be judged as successful?	A clear strategic response which identifies trends and leads to whole school priorities

Contents

# 1.	Statement of Intent

Holbrook Academy is committed to working with the students in our care to provide the best possible educational experience in an environment in which they can thrive and where exemplary standards of behaviour are the norm; where relationships between staff and student engender not only academic progress, but strengthening emotional literacy and resilience; where strong, consistent leadership, underpinned by shared values, develops confidence and security in staff and students alike.   It is our core belief that good behaviour follows good teaching and learning, but that students need consistently caring, humane responses to assist in developing the behaviours that eventually come naturally to all Holbrook students.

This policy is underpinned by our belief and commitment to five restorative values:

- Respect for each other, our community and local environment
- Relationships with each other built on mutual trust and respect
- Responsibility for our actions
- Repair when things break down
- Reintegrate through listening, understanding and supporting

A Restorative Approach promotes interpersonal skills such as listening, self-reflection and empathy to help deliver a long term solution to disagreements; it is the core of our behaviour and pastoral approaches.

# 2.	Roles & Responsibilities

All teachers and other adults have the responsibility to promote clear messages that encourage positive behaviour and respond pragmatically to behaviour that does not meet the Academy's expectations.

## 2.1	Governing Body

The Governing Body will establish a policy for the promotion of good behaviour, keep it under review and ensure that it is communicated to students, parents and carers.

Governors will support the staff of the Academy in maintaining high standards of behaviour through meetings of the Quality & Monitoring Committee. Governors will ensure that there is no differential application of the policy and procedures, and that the concerns of parents, carers and students are listened to and properly addressed. The Academy or Parents/Carers may request the Governing Body to meet with a student, family and the school to review an individual student's behaviour and the support in place. This is separate to any meetings held as part of the exclusion process.

## 2.2	Academy Staff

The Headteacher and Senior Leadership Team will be responsible for the implementation and day to day management of the policy. The Behaviour Team and the wider Pastoral team will also provide support for staff faced with challenging behaviour. The Headteacher will ensure that training on all aspects of behaviour management is provided at the appropriate level for all personnel whether at the beginning of their career or with many years of experience.

Teaching, support and administrative staff will be responsible for ensuring that the policy and associated procedures are followed and consistently and fairly applied. They also have a

responsibility to establish clear expectations and teach good behaviour, where appropriate, and to ensure that a high quality learning environment is created in lessons.

To enable this, all staff should:

- Meet and greet at the door
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use the G4S rewards system and follow up with phone calls/postcards home
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective and restorative dialogue with learners
- Never ignore or walk past learners who are behaving badly

Form Tutors and the Pastoral Team will monitor the behaviour and wellbeing of all students by analysing Go4Schools points and intervening where necessary.

Middle Leaders should:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on Rebuild meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive emails and positive phone calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Senior Leaders should:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

2.3   Parents/Carers

Parents/Carers will be expected to take responsibility for the behaviour of their child in and out of the Academy, and to work in partnership with the Academy in maintaining high standards of behaviour. Parents/Carers and students are expected to read and sign the Home-School Agreement on joining the Academy and annually thereafter (a copy will be included in the Student Planner and can also be found on the Academy website). They are

also expected to inform the Academy of any change to personal circumstances that might affect the behaviour of the child in school.

It is expected that Parents/Carers will monitor their child's behaviour by using the Academy's online reporting system, Go4Schools. Where Parents/Carers cannot access Go4Schools, they can see a summary of positive and minus points on their child's report, copies of which can be obtained from the main office, and should contact the Form Tutor with any concerns. They can also request a copy of their child's behaviour log from the Form Tutor.

2.4   Students

Students are expected to take responsibility for their own behaviour and will be made fully aware of Academy policy, procedures and expectations, which includes adhering to the uniform (see Appendix 1 for full details). They also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to an appropriate member of the Academy staff.

In lessons, students should:

- Be ready – All students will be ready to learn and have the correct equipment / uniform
- Be respectful – All students to display a level of respect for themselves, their peers, their teachers and their property / surroundings
- Be safe – All students to ensure the safety of others – verbally and physically
- Be silent whilst teacher or peers are talking
- Follow and adhere to basic instructions given

Further to this, we have a shared students' Code of Conduct which all students must follow:

1. To arrive promptly at the Academy before AM registration
2. To wear the correct uniform at all times on the Academy premises
3. To bring the appropriate equipment for effective participation in all lessons
4. To be punctual to all lessons and arranged activities
5. To remain on Academy premises at all times unless permission is given
6. To use polite and courteous language at all times, to all members of our community
7. To move around the Academy site in a calm and respectful manner
8. To ensure no prohibited items are brought into the Academy (See Appendix 2)
9. To welcome all visitors to the Academy
10. To uphold the positive reputation of the Academy at all times
11. To follow all protocol regarding mobile devices and computers
12. To be be considerate of our local community when coming to and from the Academy including on the bus

3.   Procedures

The Academy uses the Go4Schools system to record behaviour events and for reporting to Parents/Carers. Positive and negative points are awarded to students by staff as set out below.

Acceptable behaviour is defined as that which promotes courtesy, co-operation and consideration from all students in their relationships with other students, staff and visitors within and outside the Academy premises.

4.   Recognition and Rewards

The following are used to encourage and recognise good and improved behaviour and are shown with the number of positive points which will be awarded on the Go4Schools system:

Tier	Recognition for...	Points
R3	Act of kindness to others	8
R3	Outstanding achievement	8
R3	Demonstrating effective leadership	5
R2	Exceptional progress	5
R2	Eco Champion	3
R2	Responding to feedback	2
R2	Excellent Group work	2
R2	Excellent Home learning	2
R2	Excellent progress over a lesson	2
R2	High quality learning	2
R2	Excellent verbal contributions in class	2
R1	BASIC: Preparedness expectation met: Correct Equipment	1
R1	BASIC: Punctuality expectation met: On time	1
R1	BASIC: Behaviour expectation met	1

Note: these are subject to change or addition dependent on the context of the recognition.

Students are further rewarded in end of term assemblies for accumulation of points, as well as by their subject teachers who recognise academic attainment and progress.

We aim to teach and reinforce positive and pro-social behaviours through recognition and reward as shown above. As such, a student will receive a positive in every lesson that they:

a) Arrive on time (punctuality)
b) Have the correct equipment (preparedness)
c) Behave well (conduct)

Each lesson a student is expected to receive 3 points (3 x R1) in recognition of their meeting of these expectations. This will be recorded through the 'record group behaviour' function on Go4Schools. Some students may go even further beyond what is expected in their learning and behaviour and deserve to be recognised for this, they may then receive R2 or even R3 by the member of staff unchecking the R1 and checking the relevant R2 or R3 box.

5.   Consequences and Sanctions

Low level disruption can usually be resolved by the class teacher. To ensure consistency of approach, it is suggested the below steps are followed until an acceptable resolution is reached with the student when managing behaviour for learning in the classroom:

Step 1: Informal warning/Redirection
Students will receive one informal warning about their behaviour which may take the form of *redirection* - A non-verbal cue in the form of a gentle encouragement / a 'nudge' in the right direction to make the right choice. Or alternatively staff could issue a reminder of expected conduct, delivered privately wherever possible, with the view to de- escalate and decelerate where reasonable. This can be more broadly to the whole class as appropriate.

Step 2: Consequence Tier 1 (C1) – Formal warning
This is recorded on GO4school.
A clear verbal caution will be delivered assertively and privately, where possible, regarding the breach alongside creating a clear awareness of the consequence should they continue with the behaviour. This could then include a move within the classroom as required.
30 second microscript:

> Microscript:
>   [Calmly]
>   I've noticed…(describe behaviour)
>   I need you to…(describe expected/desired behaviour)
>   If you choose...that would be good, as that shows (code of conduct/values)
>   If you choose not to, then (consequence).
>   Thank you for listening.

Step 3: Consequence Tier 2 (C2) – Relocation to work in a different class
Should a student continue with behaviour that disturbs the learning environment, they should be relocated to work elsewhere.
On call should be utilised to relocate the student if it is not immediately available with a neighbouring teacher or Head of Department.
• Where possible, relocation should not with the same year group
• Students must take work with them to complete whilst relocated.
• At the end of the lesson the student will continue with their normal timetable.
• If they are in years 7-9 they must attend a 30 minute detention at lunch in the
   designated room - failure to attend will result in further sanctions.
• If they are in years 10-11, this detention is 40 minutes long
• The class teacher also logs the C2 on GO4Schools.

> 30 second Microscript:
>   [Calmly]
>   I've noticed that you have not followed my previous guidance to (describe
>   expected/desired behaviour) I need you to now go to… with...
>   Please complete this work and I will see you in a C2 detention at….
>   If you choose not to, then this will become a C3.

At the C2 detention:
• It is recommended that the classroom teacher will come and talk to the student (or at
   another suitable time) about why they were removed from the lesson – the student

should be able to say how they will prevent the behaviour from being repeated in the future (Restorative Chat)
• The student must show the work they have completed in relocation to aid reintegration to their next timetable lesson in that subject. The teacher will talk this through with them to make sure they have understood the tasks to be completed.

After the C2 detention:
• The classroom teacher is expected to contact home that evening to explain why they were removed from the lesson.

If a student receives a second C2 in one day, they will be expected to spend time in isolation but will attend the C2 detention as normal.
If a student receives two or more C2s in one week the Behaviour manager or another member of the behaviour team will contact the family to discuss the incidents which may result in closer monitoring via a report card.

Consequence Tier 3 (C3) – Serious incidents such as major disruption, extreme defiance or dangerous behaviour will result in you having an immediate isolation.
• Staff to alert 'On call' support via the Emergency Alert. On call staff to establish the reason for C3 and escort student to the Isolation suite
• Work must be provided and completed whilst in Isolation and returned to the classroom teacher
• Parents will be informed and the student will be expected to stay in isolation for the duration of the lesson and the whole of the next lunchtime and break time. If in Isolation during lesson 5, and the student gets the bus home, they should remain until 3.20pm or when their bus is ready to depart, whichever comes first.
• The Behaviour Manager or Senior Leadership Team may decide that you need additional days in isolation and other consequences might also be necessary.
• A suitable restorative approach should be utilised at this stage
• Very serious breaches or persistent breaches could result in a fixed term exclusion or even permanent exclusion.

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once ALL behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme it warrants an immediate removal. Parents must be informed the same day if their child has been removed form the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Any instances of poor behaviour requiring intervention must be followed up by logging on Go4Schools. By selecting 'Inform the tutor', this will update the student's form tutor who should address the incident with the student. The staff member will always be required to take part in the restorative practice employed following any sanction, which will be conducted with the appropriate member of staff as necessary.

Below is how the behaviours and their negative point weighting as recorded on Go4Schools.

Negative point tariffs:

Tier	Consequence for...	Points
C3	Physical Assault	-10
C3	Verbal abuse/threatening behaviour towards staff	-9
C3	Internet Safety Issue	-8
C3	Anti social behaviour	-8
C3	Vandalism	-8
C3	Gross Defiance	-6
C3	Leaving school site	-6
C3	Red card: significant breach of expected behaviour	-5
C2	Absence Without Leave (AWOL)	-4
C2	Damage to school property or resources	-4
C2	Discriminative Language	-4
C2	Relocation: Persistent low-level disruption despite warning	-4
C2	Refusal to Follow Instructions	-3
C2	Unkind or Unpleasant Language	-3
C2	Persistent Incorrect Uniform	-3
C1	Significantly Late/SLT Late Detention (5-10)	-2
C1	Disruption to learning - Formal Warning Given	-1
	No Homework	-1
	Incorrect Uniform	-1
	Late (3-5 mins)	-1

Note: Information regarding the tier of sanction applied will not be shared with other parents/carers.

6. Use of Isolation

The isolation room will be required at times to enable lessons to be conducted without the risk of disruption where a student has consistently proven themselves unable to meet the Academy standards and expectations having exhausted the C1 and C2 responses. Students will work quietly in the isolation room for a designated period of time under the supervision of SLT/Behaviour Support staff.

Students will only be placed in isolation as a sanction for serious failures of meeting Academy expectations or for persistent disruption of learning. The decision to place a student in isolation will be taken by a member of SLT or Behaviour Support. The following are expectations are whilst in Isolation:

- Work in silence
- Complete all work
- Behave in a respectful manner
- Hand over any electronic devices
- Follow any instructions given by a member of staff
- Complete a reflection sheet regarding their behaviour

Failure to do these may result in further disciplinary action being taken.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice based and discriminatory, including ● Racial ● Faith based ● Gendered (sexist) ● Homophobic / biphobic ● Transphobic ● Disability based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

Fixed Term Suspensions

Fixed-term suspensions may be used for offences including:-
- Physical assault
- Provoking or encouraging others to fight
- Bullying
- Obscene language deliberately said to staff, students or visitors
- Constant smoking
- Substance abuse/alcohol abuse
- Possession of drugs
- Sexual/racial/homophobic harassment
- Continual refusal to accept school's code of conduct
- Regular or serious abuse of school's ICT system
- Cheating in external exams, including copying coursework
- Demanding money with menaces
- Constant or serious refusal to follow school uniform policy
- Deliberate vandalism of school property
- Stealing
- Truanting which results in damage being done to others' property and takes up excessive
- staff time
- Bringing a dangerous weapon onto the premises
- Damage/vandalism to school or other's personal property
- Arson

It is also acceptable to remove a student from the premises (this could also be a permanent exclusion) if they have been accused of a serious criminal offence that took place outside the school's jurisdiction.

The Headteacher can decide to exclude a student from school for behaviour that takes place outside the school premises in cases where:

- the student is representing the school (e.g. on a school trip)
- the student is readily identifiable as a member of the Holbrook Academy community.

Permanent exclusion

A decision to exclude a pupil permanently should only be taken:

"in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school".

The decision to permanently exclude will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies which have been tried without success. Wherever possible the student and her/his parents/carers will have known that the next step could be permanent exclusion.

In exceptional circumstances the decision to permanently exclude may be made for a first or 'one off' offence. These might include:

a) serious actual or threatened violence against another student or member of the school community;
b) sexual abuse or assault;
c) supplying (selling or passing on) an illegal drug;
d) carrying an offensive weapon;
e) an excessive abuse of the school's external examination system;
f) arson;
g) persistent bullying;
h) persistent disruptive or defiant behaviour that significantly impacts on the good order of the Academy

Full details are set out in the Suspension and Permanent Exclusion Policy.

7.   Use of On Call

The on-call system is for staff to use as and when they require extra support with a behavioural incident and have exhausted the previous recommended steps, OR, when an incident is serious enough to warrant pressing on-call as the first course of action. It can also be used for immediate safeguarding or wellbeing concerns. For behavioural requests, the senior staff or pastoral team member will talk to the student outside the classroom door with the class teacher (Corridor/Impromptu Conference). A decision will be arrived at between teacher and on-call staff as to whether the student has successfully reflected and met the restorative order and is ready to learn. Depending on the tier already reached and steps already taken, the student will either return to their current classroom, be relocated to another classroom or sent to isolation.

8.   Early Intervention

The Academy will develop measures to encourage students to take responsibility for their own behaviour and to help them realise the consequences of inappropriate behaviour.

Appropriate training will be provided for staff to promote positive and consistent expectations of behaviour standards within the Academy. Cover staff and temporary teachers will receive information about the Academy's behaviour expectations and procedures.

Parents / Carers will be informed promptly of any serious incidents of misbehaviour in which their child has been involved.

Students with perceived behavioural problems will have regular reviews of their needs, including the use of behaviour contracts, Student Support Plan (SSP), Target Cards and Staff Mentors.

The Academy will involve outside agencies, where appropriate, for the support and guidance of individual students. These agencies will include Special Education Service (SES), 4YP, Social Services, Integrated Support Team, EOTAS, EWO, Health Professionals and Police Liaison Officer.

In cases where a student's behaviour is not seen to be improving following planned intervention, Parents / Carers may be invited to attend a meeting with Governors to discuss the concerns. This is to underline the seriousness of the offences and to ensure that Parents / Carers are aware of the consequences of continued poor behaviour, which could be fixed term exclusions or permanent exclusion. A record of this meeting will be kept on the student's file.

9.   Restorative Practices

A restorative school is one which takes a restorative approach to resolving disagreement and preventing further harm. The range of Restorative approaches deployed enable those who have been harmed to convey the impact of the harm to the wrong-doer, and for those responsible to acknowledge and understand this impact and take steps to put it right.

It does not replace sanctions but works alongside them.

Following a students' behaviour not meeting expectations we may use specific questions to develop a shared understanding of the behaviours.

Restorative Questions:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

The **Restorative Approach model** can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong-doer and the harmed including working with whole classes. Examples of restorative approaches in action include:

Restorative Chat – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up; individual member of staff takes initiative and leads the process.

Corridor/Impromptu Conference – informal conference that does not include formal preparation, but may include an informal contract and a follow up; individual members of staff take initiative and lead the process.

Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session. Referral for support can be made to the Behaviour and Pastoral Team for the students concerned.

Formal Restorative Justice Conference – Requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a debrief after the conference and a follow-up session. This process must be led by a trained conference facilitator (Ms S Keinzley, Mrs M Jackson, Mr G Anstee-Parry).

Restorative Justice Interventions should be recorded as appropriate on the school's Restorative Justice Log.

Online Conduct: See also Digital Technology Policy / Anti-Bullying Policy. The Academy will report to the relevant agencies any online distribution of indecent images, extreme values, bullying and any other online conduct which could be considered harmful or dangerous to self or others.

10. Investigating Cases of Poor Behaviour

The Academy will investigate, as appropriate, reported incidents of student misbehaviour. The Academy will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including the recording of evidence and the taking of witness statements.

The Academy will notify the Police and other relevant bodies of incidents where it is appropriate to do so. This is likely to happen with incidents involving drugs, weapons, theft, actual or threatened violence, and serious bullying or intimidation (including physical, verbal and online).

The Academy will complete investigations within a reasonable time scale and will ensure that appropriate feedback and recommendations for action are provided to relevant persons.

All incidents will be recorded on Go4Schools and evidence kept in student files.

In the case of damage to Academy property, Parents / Carers of any student causing such damage will be expected to meet the reparation costs.

11. Searching and Confiscation Procedures

The following procedures will be followed by the Academy:-

a) Only the Headteacher or a member of staff authorised by the Headteacher can carry out a search of a student for any item if the student agrees.
b) Academy staff are authorised to search any student without consent if they have reasonable grounds to believe they have an item on the prohibited list. (See Appendix 2) The student must empty the contents of their bags, pockets, etc before the search commences.
c) When exercising their powers, the Academy must consider their age and needs of the pupis being searched. This includes the individual needs or learning difficulties of pupils with special educational needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
d) Academy staff can confiscate any prohibited item found as a result of a search.
e) If a member of staff suspects a student has a prohibited item in his/her possession, they can instruct the student to turn out his/her pockets or bag. If the student refuses an appropriate punishment will be issued by the Senior Leadership Team
f) The search must be conducted by a member of staff who is the same sex as the student being searched and in the presence of another member of the Academy staff.
g) The person conducting the search may not require the student to remove any clothing other than outer clothing.
h) The Academy has the authority to search any student locker or bag without consent if the member of staff conducting the search has reasonable grounds to believe the student has an item from the prohibited list.
i) A member of staff has the authority to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
j) The law protects members of staff from liability in any proceedings brought against them for any loss of or damage to any item they have confiscated, provided they have acted lawfully.
k) Where a person conducting a search finds any item from the prohibited list they must present the item to a member of Senior Leadership Team as soon as possible.

l) After every search the member of staff conducting the search should record all details of the search on the relevant internal document including - the date, time, location, who conducted the search and who was present, the reason for conducting the search and what items were found, if any, along with any follow up action.

m) Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. However, staff should not view data/files if they believe they relate to sexting (Clause 5.4 of the Child Protection & Safeguarding policy refers). If inappropriate data is found the electronic device should be presented to the Senior Leadership Team.

n) In determining 'good reason' to examine data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the Academy rules.

o) There is no legal requirement of Holbrook Academy to inform Parents / Carers before a search takes place or to seek their consent to search their child. Holbrook Academy will communicate the findings of the search and action(s) taken after the search has been completed.

12.   Use of Reasonable Force

a) All members of the Academy staff have a legal power to use reasonable force.

b) Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

c) At Holbrook Academy reasonable force is used for two main purposes – to control students or to restrain them.

d) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

e) Reasonable force must never be used as a punishment – it is always unlawful to use force as a punishment.

f) Examples of correct application of reasonable use of force can be found in DfE section 93, Education and Inspections Act 2006. At Holbrook Academy in order for staff to fulfill their duty of care staff will be directed to use reasonable force :-
● prevent a student from attacking a member of staff or another student or to stop a fight on Academy premises;
● restrain a student at risk of harming themselves through physical outburst.

g) Staff are requested to make reasonable judgements when using reasonable force for disabled children and children with special educational needs (SEN).

h) Holbrook Academy will communicate with Parents/Carers as a matter of urgency when reasonable force is used.

i) Any use of reasonable force by Academy staff will be recorded in the Physical Restraint Log.

13.   Sexual Violence and Sexual Harassment between children

This section of the behaviour policy should be read alongside the Child Protection and Safeguarding policy.

All forms of sexual violence and sexual harassment are unacceptable anywhere in society and our school community is no different. At Holbrook Academy we recognise that individuals or groups of children can be victims of sexual violence or sexual harassment. We also recognise the perpetrators can either be individuals or act as part of a group.

We recognise that girls are most likely to be victims of sexual assault and harassment but we will take seriously all reports from all students.

Sexual violence and sexual harassment will never be seen as an acceptable part of growing up or 'banter' or 'just having a laugh'. We recognise that sexual harassment can also occur both online and in person. It can include unwanted sexual comments and messages, sexualised online bullying, coercion and threats.

All students at Holbrook Academy receive RSE/PSHE lessons which help educate our students around healthy and respectful relationships and make it very clear that sexual violence and sexual harassment is unacceptable.

All reports of sexual violence and sexual harassment will be treated seriously and brought to the attention of the Designated Safeguarding Lead, Mr G Anstee-Parry. This report will be investigated where appropriate to enable relevant referrals to be made to children's social services and/or a direct report to the police. We will communicate with the parents of all involved unless doing so would put a young person at an increased risk of abuse. All reports will be recorded centrally on the school's safeguarding software, MyConcern. All of the steps we take will be guided by the guidance set out in Keeping Children Safe in Education 2021 and government guidance set out in Sexual violence and sexual harassment between children in schools and colleges 2018.

All reports of sexual violence and sexual harassment will be dealt with on a case by case basis to ensure that we have a tailored response that best protects the students involved. We will need to consider the safety of the student/s making the report and also the safety of the wider school population when deciding on what sanctions are required to be put in place. If the alleged victim and the alleged perpetrator share a class we will organise for the alleged perpetrator to not be a risk to the victim in that situation. We will also use a risk assessment to assess the level of risk during break, lunch and movement around the school. Any identified risks will be mitigated so that all students are safe on the school site.

Any perpetrators will be dealt with in line with the sanctions set out in the schools behaviour policy, these include time in the isolation, fixed term exclusion or permanent exclusion. It may be that that the sexual violence or harassment occurred outside of the school day and premises. In this case we will liaise with the police around the most appropriate course of action for keeping all of the parties involved safe without making any judgement about guilt. If a young person is convicted or receives a caution of a sexual offence we will consider the steps required to ensure the safety of the victim and other students in the school. If the perpetrator remains on the school roll the risk assessment will need to demonstrate how we are mitigating the risk of further incidents and the impact upon the victim.

14. School Transport

In the event that a student's behaviour causes serious concerns, the Headteacher may withdraw the right of the student to use school transport. This decision will be taken in consultation with County Transport.

Ban from the bus
Serious breaches or persistent failure to to behave appropriately on school transport may result in a withdrawal from this access.

15. Involvement of Outside Agencies

The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Where a student's behaviour or attendance is causing concerns, we will engage with the Inclusion Service, Health, Wellbeing and Children's Services team at Suffolk County Council. This Team oversees the In Year Fair Access Panel (IYFAP) process. *'The IYFAP is a single referral pathway for all schools/Academies and stakeholders so that alternative provision and support for vulnerable learners can be quickly accessed thereby preventing exclusion and non-attendance. Vulnerable learners are not only those pupils who exhibit challenging behaviour but who also may have health needs.'* Alternative provision includes a managed move to another school or a placement in a Pupil Referral Unit.

Parents/Carers and students will be kept informed of this process.

16. Review

The Headteacher, with staff, will undertake systematic monitoring of the Rewards & Behaviour Policy, in order to ensure that operation is effective, fair and consistent.

The Headtacher will keep the Governing Body informed.

The Governing Body will conduct an annual review of the Rewards & Behaviour Policy to ensure its continuing appropriateness and effectiveness.

17. Links with other policies

This policy links to the following policies and procedures:

- Suspension & Permanent Exclusion policy
- Child Protection & Safeguarding policy
- SEND policy
- Health and Safety policy
- Attendance policy
- Uniform policy
- Anti-bullying policy
- Equality policy
- Digital Technology policy

It is advised that we make reference to malicious allegations - Explain what action will be taken against pupils who are found to have made malicious allegations against school staff or other pupils and this section must also cover how the school will support a pupil who has made a malicious allegation in terms of safeguarding and mental health.

Addendum: Expectations for Remote Learning

Students: When working remotely and accessing live learning, students should adhere to the following:

Remote Learning in General
- All communication to subject teachers should be via Google classroom either through the private message function attached to the assignment or via the stream.
- Work should not be submitted via staff email or with the share function within Google Suite.
- Students should be announcing their attendance to each timetabled lesson via the stream function on Google classrooms.

Accessing Live Lessons
- Cameras and audio must be switched off.
- Communication must only come through the text chat function.
- Text chat should only be used to ask questions or feedback an answer to a question.
- Text chat should **not** be used for anything other than the above. Abuse of the text chat function through distracting messages or inappropriate comments will result in removal from the live lesson.

Staff: When working remotely and delivering live learning, teachers should adhere to the following:

Remote Learning in General
- Only communicate with students via Google classrooms either through the private message function attached to the assignment or via the stream.
- Only accept work that has been submitted via Google classrooms and not via email or the share function within Google Suite.

Delivering Live Lessons
- Ensure consent of all students to be recorded within the live lesson.
- Outline the expectations for behaviour within online lessons as outlined above.
- Issue rewards and sanctions following the original behaviour policy.
- Ensure there is another member of staff in the online lesson to monitor text chat and the lesson as a whole.
- Remove any student that cannot follow the requirements for remote learning as outlined above.

Rewards & Sanctions for Remote Learning

Rewards
Rewards will be issued as outlined in the behaviour policy. However, students will also be rewarded for the following:

- Registering their attendance each lesson for remote learning
- For 'turning in' completed work for each remote learning lesson. These will reflect the quality of the work submitted.

Sanctions

Sanctions will be issued for not adhering to remote learning expectations and will be recorded on Go4Schools and relevant contact home will be made. If students do not meet the expected behaviour for live lessons they will be removed from the Google meet.

Appendix 1 : Uniform Rules

Year 7-10
- Black trousers (No jeans, 'skinny' or jean style trousers or leggings), or
- Black skirt (Knee length pleated or straight but not frilled or tight/figure hugging)
- Plain white shirt
- Navy Academy tie
- Navy jumper with Academy logo
- Plain black footwear

Year 11

- Black or Navy jumper with Academy logo
- Academy tie

General Uniform Rules

- **No coloured t-shirts** to be worn under shirts
- **Belts should be black** and fit belt loops of school trousers/skirts
- Jewellery and make up should be **discreet.**
- Ear piercings should be discreet and consist of a single piercing in the earlobe, not bars and rings or studs at the top of the ear which can be a health and safety issue.
- A discreet nose stud is allowed but no other facial or body piercing is permitted, ie tongue, eyebrow, lip, etc
- **No inappropriate hair colours/extreme styles -** experimentation with hair style / colour should be saved for the holidays.
- No long painted nails, acrylic or otherwise.
- No false eyelashes/eyelash extensions.
- Hats, head scarves, bandanas, do-rags, and other similar headwear are not permitted.
- Tights should be plain black or neutral colour and not patterned or lace.
- Coats should not be worn in or around the school unless permission is given by a member of staff.

It is recommended that students wear a coat to school to keep them warm outside and not a hoodie. A hoodie should not be worn in the classroom or during lesson change-over.

On all issues of uniform, Form Tutors and staff from the Pastoral team will have the final say on what is discreet and appropriate for school.

Appendix 2 : List of Prohibited Items

The following list has been compiled by staff and members of the School Council:-

- Any offensive weapons – knives & guns
- Drugs and drug paraphernalia
- Cigarettes – including any smoking equipment, e-cigarettes, vape devices, etc
- Any hand tools which may be used to damage Academy property ie screwdrivers, allen keys, pliers, etc
- Razor blades, pencil sharpener blades
- Aerosol cans
- Fireworks or bangers
- Glue other than child friendly (Pritt Stick)
- Adult literature or magazines
- Stink bombs
- 'Slime'
- Any electronic device containing inappropriate images or literature
- Alcohol
- Energy drinks – Relentless/Red Bull/Monster, etc
- Heelies – shoes with wheels in sole
- Spiked 'Stretcher' earrings
- Bracelets/necklaces with sharp silver studs
- Chewing gum
- Laser pens
- Water guns
- Any animals or pets
- Electronic internet spyware
- Handcuffs or items designed for restraint
- Mobile phones are considered a 'prohibited item' during school hours, unless directed to use for educational purposes (see Acceptable Use Policy)
- Any article that the member of staff reasonably suspects has been or is likely to be used
    - to commit an offence; or
    - to cause personal injury to, or damage to property of, any person.

The above list is not exhaustive.

Appendix 3: Student Code of Conduct:

1. To arrive promptly at the Academy before AM registration
2. To wear the correct uniform at all times on the Academy premises
3. To bring the appropriate equipment for effective participation in all lessons
4. To be punctual to all lessons and arranged activities
5. To remain on Academy premises at all times unless permission is given
6. To use polite and courteous language at all times, to all members of our community
7. To move around the Academy site in a calm and respectful manner
8. To ensure no prohibited items are brought into the Academy (See Appendix 2)
9. To welcome all visitors to the Academy
10. To uphold the positive reputation of the Academy at all times
11. To follow all protocol regarding mobile devices and computers
12. To be be considerate of our local community when coming to and from the Academy including on the bus
13. To maintain appropriate physical boundaries in context (no kissing, hugging, etc) whilst on site.