



# Holbrook Academy

## Rewards & Behaviour Policy

January 2024

<b>Date Approved</b>	14 <sup>th</sup> March 2024
<b>Signed</b>	L Cullen Vice Chair of Governors
<b>Minuted</b>	Q&M Committee 14 <sup>th</sup> March 2024

*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.	D Sansom
Governor with responsibility for this policy.	L Cullen / Q&M Committee
Policy review date	Autumn 2024
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?	To introduce new rewards to Academy students, providing an incentive to aim for and promoting positive behaviour outcomes. To formalise and integrate behavioural interventions that support those students who present high levels of challenging negative behaviour.
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	3
2. Roles & Responsibilities	3
3. Procedures	5
4. Recognition & Rewards	6
5. Consequences & Sanctions	6
6. Bullying	8
7. Use of Isolation	9
8. Fixed term suspensions	10
9. Permanent exclusion	10
10. Use of On Call	11
11. Early Intervention	12
12. Restorative Practices	12
13. Investigating Cases of Poor Behaviour	13
14. Searching and Confiscation Procedures	13
15. Use of Reasonable Force	14
16. Sexual Violence and Sexual Harassment between children	15
17. School Transport	16
18. Involvement of Outside Agencies	16
19. Review	16
20. Links with other policies	17
Addendum : Expectations for Remote Learning	18
Appendix 1 : Uniform Rules	20
Appendix 2 : Positive behaviour tariff	21
Appendix 3 : Negative behaviour tariff	25
Appendix 4 : Prohibited items	29

## **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 ClassCharts rewards system and follow up with phone calls/postcards home where required
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the steps. Provide students time to make positive choices before awarding sanctions.
- Engage in a reflective dialogue with students when sanctioning and provide a 'fresh start' for all students in their next lesson.
- Never ignore or walk past learners who are behaving badly.

Form Tutors, Heads of Year and the Pastoral Team will monitor the behaviour and wellbeing of all students by analysing ClassCharts 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 supporting staff in reflective and positive 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 the corridors 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 is available

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, ClassCharts, which can be accessed from the Academy website - <https://www.classcharts.com/parent/login> (AppStore and Google Play). Where Parents/Carers cannot access ClassCharts, 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 policy (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 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.

## 3. Procedures

The Academy uses the ClassCharts 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 Academy's positive behaviour tariff is shown at Appendix 2. These 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 ClassCharts system:

Students who accumulate positive points may 'spend' these in the Rewards store on items such as stationery, headphones, footballs, etc. In addition, at the end of each term there are Gold, Silver and Bronze standards awards which include trips and in school activities such as a film afternoon. 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) Wearing the correct uniform
- c) Have the correct equipment (preparedness)
- d) Behave well (conduct)

Each lesson a student is expected to receive a number of positive points in recognition of them meeting these expectations. 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. All positive and negative points will be recorded on ClassCharts by the end of each school day.

#### 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 ClassCharts.

A clear verbal caution will be delivered assertively and privately, where possible, regarding the breach, alongside creating a clear awareness of the further consequences 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.

- Student should be asked to take a step outside the classroom and wait for the classroom teacher to speak with them.
- Teacher will source work for the student to complete in a neighbouring classroom then meet the student outside their current classroom.
- Teacher will explain that the student has been awarded a C2 for their continuing poor behaviour, inform the student that they will receive a lunchtime detention the following school day, then instruct the student to attend a neighbouring classroom for the remainder of the lesson.
- Where possible, the teacher will instruct the student to attend a classroom that does not contain the same year group as the student.
- At the end of the lesson, the student will return their completed work to their teacher, then continue on with their normal timetable.
- The issuing member of staff will also log the C2 behaviour on Class Charts and select the option for Class Charts to communicate the behaviours and associated sanctions to parents/carers.
- Persistent C2s (more than 3 in a week) will result in a ClassCharts Report Card being issued.

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 return it to me at the end of the lesson.

You will also be expected to attend a 30 minute lunchtime detention tomorrow / the next school day as a result of this C2.

### **Consequence Tier 3 (C3) – Serious incidents such as major disruption, gross defiance or dangerous behaviour will result in a student receiving an immediate isolation.**

- Staff will use the 'On call' system, outlined at Step 3 above. On call staff to establish the reason for C3 and escort student to the Isolation suite
- Work must be provided for all students and completed whilst in Isolation and the classroom teacher should then collect the work from the Isolation room at the end of the day.

- Point 6 below sets out the use of the Isolation room and the expectations for students. Parents/Carers 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 a student needs 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 suspension or even permanent exclusion.

Removal is where a student, 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/carers must be informed the same day if their child has been removed from 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 ClassCharts by the end of the school day. (Further details of behaviour interventions will be included in due course.)

The Academy's negative behaviour tariff is shown at Appendix 3.

## 6. **Bullying**

Bullying is defined as the repetitive, intentional harming of a 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:

<b>Type of Bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice based and discriminatory, including <ul style="list-style-type: none"> <li>• Racial</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg gender, race, sexuality)



<ul style="list-style-type: none"> <li>● Faith based</li> <li>● Gendered (sexist)</li> <li>● Homophobic / biphobic</li> <li>● Transphobic</li> <li>● Disability based</li> </ul>	
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.

## 7. 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 be placed in isolation as a sanction for serious failures of meeting Academy expectations for persistent disruption of learning or for failing to comply with the Academy's uniform policy – see Appendix 2. In addition, students may be asked to work in the Isolation room to protect the integrity of investigations. The decision to place a student in isolation will be taken by a member of SLT or Behaviour Support.

The following are expectations for students whilst in Isolation:

- Upon entry, hand over your phone to the attending member of staff.
- Sit where you are instructed to sit and remain there unless you are instructed to move.
- Do not touch the dividers placed between booths. Any damage caused will be communicated home, with the cost of the damage requested as compensation.
- Remain silent during your time in isolation
- Complete an internal isolation reflection sheet
- Your timetabled work will be provided to you. Complete this to the highest standard.
- Should you have a question - raise your hand. Do not shout out.
- If you require the toilet, raise your hand and inform the attending member of staff. On-call will be called for you so that you are escorted to the toilets.
- Break-time: You will be given 5 minutes at 11:05 to collect a snack from the canteen. You will be escorted there and back. You must remain with the attending member of staff.
- Lunchtime: You will be escorted to room 8 to complete your lunchtime sanction with the attending member of staff at 12:20pm. **YOU DO NOT COLLECT FOOD BEFORE.** Food

will be set aside for you to collect at 12:50pm. When you have collected your lunch, you will be escorted back to the isolation room.

Failure to follow these expectations may result in further sanctions.

## **8. 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 / vaping on school premises
- Substance abuse/alcohol abuse
- Possession of drugs or other prohibited items with or without the intent to supply
- Sexual/racial/homophobic harassment
- Continual refusal to accept school's code of conduct
- Persistent gross defiance
- Failure to comply with rules and expectations of the isolation room
- 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
- Truancing 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 (eg on a school trip)
- the student is readily identifiable as a member of the Holbrook Academy community.

Full details of the fixed term suspension process can be found in the Suspension and Permanent Exclusion policy.

## **9. 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) possession of an illegal drug or substance, with or without the intention to supply;
- 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.

## 10. Use of On Call

There are four main reasons for staff to utilise the on-call system through Google:

- **Behaviour Support** - For when staff needs urgent support with a student. This should only be used if a student is refusing to relocate to another classroom of their own accord, or their behaviour is serious enough to warrant support from the behaviour team.
  - eg: *Behaviour Support - Joe B (9) - Room 30 - Urgent*
- **Missing** - When a student has not attended their lesson after the first 10 minutes of their lesson. Not to be confused with AWOL
  - eg: *Missing - Joe B (9) - Room 30*
- **AWOL** - When a student has turned up to their lesson but has then left without permission, or has been given permission but has taken a concerning amount of time to return back to their classroom:
  - eg: *AWOL - Joe B (9) - Room 30 - Not returned from toilet - 10 mins ago*
- **Info** - When staff wish to pass on information to on-call about a student, perhaps who has sought support from the office, medical, pastoral etc. Mainly for informing staff of the whereabouts of an individual:
  - eg: *Info - Joe B (9) - Currently with FPY*
  - eg: *Info - Joe B (9) - Now returning back to Science, room 22*

## 11. 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.

## 12. 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.

Restorative Justice Interventions should be recorded as appropriate on the school's Restorative Justice Log and/or ClassCharts.

**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.

### **13. 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. Students may be placed in the isolation room to protect the integrity of investigations.

All incidents will be recorded on ClassCharts and the Academy's investigation log 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.

### **14. 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 4) The student must empty the contents of their bags, pockets, etc before the search commences.
- c) When exercising their powers, the Academy must consider the age and needs of the pupils 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 their possession, they can instruct the student to turn out their pockets and/or bag. If the student refuses, an appropriate sanction 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 nudes and semi-nudes. If inappropriate data is found or suspected the electronic device should be given to the Safeguarding team. (Refer to the Child Protection & Safeguarding policy for full details)
- 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.

## **15. 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 on ClassCharts under the student file.

## **16. 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, or Deputy Designated Safeguarding Lead. 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 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.

## **17. 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 behave appropriately on school transport may result in a withdrawal from this access.*

## **18. 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.

## **19. 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 Headteacher 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.

## **20. 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 ClassCharts 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

### All Students

- Black trousers (No jeans, 'skinny' or jean style trousers, leggings, Chino or combat style), 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
- Black socks or black/nude tights

### General Uniform Rules

- **No coloured t-shirts** to be worn under shirts
- **Belts should be black** and fit belt loops of school trousers/skirts
- White socks are not to worn
- 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 : Positive Behaviour Tariff

### In Classroom:

Tier	Behaviour	Tariff	Staff Lead	+ points
R1	Positive start to lesson	<ul style="list-style-type: none"> <li>● Student to:               <ul style="list-style-type: none"> <li>○ Arrive on time and line-up outside the classroom.</li> <li>○ Enter the classroom in an orderly fashion.</li> <li>○ Commence starter activity/review it now (if present).</li> <li>○ Remain silent during register.</li> </ul> </li> <li>● Teacher to:               <ul style="list-style-type: none"> <li>○ Publicly praise student for positive behaviour</li> <li>○ Record on ClassCharts and inform student of + point awarded</li> </ul> </li> </ul>	Classroom Teacher / Support Staff	+ 1
R1	Completed home learning	<ul style="list-style-type: none"> <li>● Student to:               <ul style="list-style-type: none"> <li>○ Present home learning on due date, fully completed or completed to the best of student's ability.</li> </ul> </li> <li>● Teacher to:               <ul style="list-style-type: none"> <li>○ Praise student for positive behaviour</li> <li>○ Record on ClassCharts and inform students of + point awarded.</li> </ul> </li> </ul>	Classroom Teacher	+ 1
R1	Active Classroom Contributions	<ul style="list-style-type: none"> <li>● Student to:               <ul style="list-style-type: none"> <li>○ Answer questions posed by the teacher.</li> <li>○ Ask questions regarding content</li> <li>○ Demonstrate understanding/learning</li> </ul> </li> <li>● Teacher to:               <ul style="list-style-type: none"> <li>○ Praise student for positive behaviour</li> <li>○ Record on ClassCharts and inform student of + point awarded.</li> </ul> </li> </ul> <p><b>This reward can be awarded multiple times throughout the lesson.</b></p>	Classroom Teacher	+ 1
R1	Completed Task	<ul style="list-style-type: none"> <li>● Student to:               <ul style="list-style-type: none"> <li>○ Complete a task set by teacher or support staff to a basic standard.</li> </ul> </li> <li>● Teacher to:               <ul style="list-style-type: none"> <li>○ Praise student for positive behaviour</li> <li>○ Record on ClassCharts and inform student of + point awarded.</li> </ul> </li> </ul> <p><b>This reward can be awarded multiple times throughout the lesson.</b></p>	Classroom Teacher / Support Staff	+ 1
R2	Supporting Staff in the Classroom	<ul style="list-style-type: none"> <li>● Student to:               <ul style="list-style-type: none"> <li>○ Support staff in handing out books, worksheets, equipment.</li> <li>○ Support staff in collecting in books, worksheets, equipment at the end of the lesson.</li> <li>○ Actively help in tidying the classroom, either at the start, during, or end of the lesson.</li> <li>○ Actively support staff in the classroom during social times.</li> </ul> </li> <li>● Teacher to:               <ul style="list-style-type: none"> <li>○ Praise student for supporting staff and taking initiative.</li> <li>○ Record + points on ClassCharts and inform student when completed.</li> </ul> </li> </ul>	Classroom Teacher / Support Staff	+ 3
R2	Exemplary Independent Work	<ul style="list-style-type: none"> <li>● Student to:               <ul style="list-style-type: none"> <li>○ Complete all independent tasks set by the teacher/support staff to a high standard.</li> </ul> </li> <li>● Teacher to:</li> </ul>	Classroom Teacher / Support Staff	+ 3

		<ul style="list-style-type: none"> <li>○ Praise student for exemplary work.</li> <li>○ Complete an 'R2 - Exemplary Independent Work' postcard for the student to take home.</li> <li>○ Record + points on ClassCharts and inform student when completed.</li> </ul>		
<b>R2</b>	Exemplary Group Work	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Complete all group tasks set by the teacher/support staff to a high standard.</li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Praise student for exemplary work.</li> <li>○ Complete an 'R2 - Exemplary Group Work' postcard for the student to take home.</li> <li>○ Record + points on ClassCharts and inform student when completed.</li> </ul> </li> </ul>	Classroom Teacher / Support Staff	+ 3
<b>R2</b>	Exemplary Home Learning	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Complete all home learning tasks set by the teacher to a high standard.</li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Praise student for exemplary work.</li> <li>○ Complete an 'R2 - Exemplary Home Learning' postcard for the student to take home.</li> <li>○ Record + points on ClassCharts and inform student when completed.</li> </ul> </li> </ul>	Classroom Teacher / Support Staff	+ 3

<b>Tier</b>	<b>Behaviour</b>	<b>Tariff</b>	<b>Staff Lead</b>	<b>+ points</b>
<b>R3</b>	Outstanding Progress in Lesson	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Complete all learning tasks set by the teacher to an exemplary standard.</li> <li>○ Complete any additional/extension tasks available within the classroom or set by the teacher to a high standard.</li> <li>○ Demonstrate significant learning and/or progress through synthesis or evaluation.</li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Actively praise student and highlight significant strides in learning to student.</li> <li>○ Inform student that written communication will be sent home (either letter or email) stating all of student's achievements for R3..</li> <li>○ Write communication home to parents and copy in form tutor and HoY.</li> <li>○ Add + points on ClassCharts and copy in written communication to parents in text fields.</li> </ul> </li> </ul>	Classroom Teacher / Support Staff	+ 6
<b>R3</b>	Demonstrating Resilience in Learning.	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Overcome any learning challenges that may have plagued student for a significant amount of time utilising perseverance and determination.</li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Actively praise student and highlight significant strides in learning to student.</li> <li>○ Inform student that written communication will be sent home (either letter or email) stating all of student's achievements for R3.</li> <li>○ Write communication home to parents and copy in form tutor and HoY.</li> <li>○ Add + points on ClassCharts and copy in written communication to parents in text fields.</li> </ul> </li> </ul>	Classroom Teacher / Support Staff	+ 6

<b>R3</b>	Outstanding Support & Leadership	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Demonstrate positive leadership and role model expectations in group work.</li> <li>○ Encourage peers to better themselves or their work within the classroom.</li> <li>○ Guide peers through steps necessary to achieve positive outcomes.</li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Actively praise student and highlight significant achievements to student.</li> <li>○ Inform student that written communication will be sent home (either letter or email) stating all of student's achievements for R3.</li> <li>○ Write communication home to parents and copy in form tutor and HoY.</li> <li>○ Add + points on ClassCharts and copy in written communication to parents in text fields.</li> </ul> </li> </ul>	Classroom Teacher / Support Staff	+ 6
-----------	----------------------------------	--	-----------------------------------	-----

### Outside of Classroom:

Tier	Behaviour	Tariff	Staff Lead	+ points
R1	Extra-Curricular Engagement	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Participate in any extra-curricular activity, either during lunchtime or after school.</li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Praise student for attending extra-curricular activity</li> <li>○ Add + point on ClassCharts and inform student when added.</li> </ul> </li> </ul>	All Staff	+ 1
R1	Maintaining the Academy	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Pick up litter, either through personal initiative, or through Student Premises Support Team.</li> <li>○ Empty classroom recycling bins.</li> <li>○ Support premises team in maintaining the Academy.</li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Praise student for actively supporting the maintenance of Academy grounds.</li> <li>○ Add + points on ClassCharts and inform student when added.</li> </ul> </li> </ul>	All Staff	+ 2
R2	Outstanding Role Model	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Demonstrate exemplary behaviour and maturity to peers around the Academy or in the wider community.</li> <li>○ Support peers and staff in day-to-day challenges.</li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Praise students for exemplary behaviour and maturity.</li> <li>○ Add + points to ClassCharts and inform student when added.</li> <li>○ Provide context to the award in text fields provided on ClassCharts.</li> </ul> </li> </ul>	All Staff	+ 5
R2	Outstanding Student Leadership	<ul style="list-style-type: none"> <li>● Student to either: <ul style="list-style-type: none"> <li>○ Actively take steps to improving the Academy through the student leadership team (prefects, student council etc).</li> </ul> </li> <li>● Or <ul style="list-style-type: none"> <li>○ Demonstrate exemplary leadership qualities and high levels of maturity around the academy and community.</li> </ul> </li> <li>● Teacher to:</li> </ul>	All Staff	+ 5

		<ul style="list-style-type: none"> <li>○ Recognise leadership attributes and praise student for demonstrating high levels of maturity.</li> <li>○ Add + points to ClassCharts and inform student when added.</li> <li>○ Provide context to the award in text fields provided on ClassCharts.</li> </ul>		
<b>R3</b>	Representing Holbrook Academy	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Represent the Academy in a positive light, either at School or within the community, through mediums such as (but not limited to): <ul style="list-style-type: none"> <li>■ Sporting event</li> <li>■ Performing arts event</li> <li>■ Health and Social Care</li> <li>■ Open and Parents Evenings</li> </ul> </li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Praise student for exemplary behaviour and attitudes, along with their commitment to the academy and/or community.</li> <li>○ Email HoY with contextual information of award. HoY to communicate achievements home (unless already completed by awarding member of staff.) HoY to generate certificate and present to student in next HoY assembly.</li> <li>○ + points added on ClassCharts, including contextual information of achievement and rewards in provided text fields.</li> </ul> </li> </ul>	All Staff and/or HoY	+ 8
<b>R3</b>	Act of Kindness	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Demonstrate care and compassion to a member/s of the Academy and wider community.</li> <li>○ Support peers, and/or staff through any challenge that they may face outside of the classroom.</li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Praise student for act of kindness.</li> <li>○ Email HoY with contextual information of award. HoY to communicate achievements home (unless already completed by awarding member of staff.) HoY to generate certificate and present to student in next HoY assembly.</li> <li>○ + points added on ClassCharts, including contextual information of achievement and rewards in provided text fields.</li> </ul> </li> </ul>	All Staff and/or HoY	+ 8
<b>R3</b>	Head Teacher's Award	<ul style="list-style-type: none"> <li>● Student to: <ul style="list-style-type: none"> <li>○ Do or achieve something extraordinary, either at school or within the community.</li> <li>○ Recognised by the Head Teacher of Holbrook Academy as something that is above and beyond the Academy's behaviour and rewards policy.</li> </ul> </li> <li>● Teacher to: <ul style="list-style-type: none"> <li>○ Inform Headteacher of potential award and contextual information regarding student recognition.</li> <li>○ Headteacher to approve award and register on ClassCharts, providing contextual information in text fields provided. + points are added at this stage.</li> <li>○ Headteacher to generate certificate that is awarded at next SLT assembly.</li> </ul> </li> </ul>	All Staff and Head Teacher	+ 15



### Appendix 3 : Negative Behaviour Tariff

Tier	Behaviour	Tariff	Staff lead	- points
C1	Incomplete or Missing Homework	<ul style="list-style-type: none"> <li>Detention that day or next day and the homework completed.</li> <li>Persistent failure to complete homework should result in a referral to parent/carer with HoD and HoY copied into email.</li> <li>Sanctions should be imposed by HoD but classroom teacher should still assume responsibility with the HoD's support.</li> </ul>	Classroom teacher	- 1
C1	Lack of Equipment or Reading Book	<ul style="list-style-type: none"> <li>Log as C1 with detail as to what is missing.</li> <li>HoY to collate data of persistent missing equipment and contact home to arrange correct equipment is present each day.</li> </ul>	Classroom teacher HoY	-1
C1	Lateness (3-5 minutes)	<ul style="list-style-type: none"> <li>Recorded on Class Charts with the minutes late added</li> </ul>	Classroom teacher	- 1
C1	Low Level Disruption (LLD) or Failure To Follow Instructions (FTFI)	<ul style="list-style-type: none"> <li>Informal warning with discussion outside the classroom before this sanction is applied.</li> <li>Failure to meet expectations after informal warning will require this to be logged on to Class Charts with a minus point added.</li> <li>Record detail of LLD/FTFI in both comment boxes, including informal warning discussion.</li> </ul>	Classroom teacher	- 1
C1	Swearing or Inappropriate Language	<ul style="list-style-type: none"> <li>Recorded on Class Charts with exact phrasing and context of language.</li> </ul>	Classroom teacher → HoD →	- 1
C1	Littering	<ul style="list-style-type: none"> <li>Recorded on Class Charts with time &amp; location of incident.</li> </ul>	All staff	- 1
C1	General Wrongdoing	<ul style="list-style-type: none"> <li>Record on ClassCharts - include detailed contextual information (including any warnings offered) regarding the transgression.</li> </ul>	All Staff	- 1
C2	Exceptionally Late (6+ Minutes)	<ul style="list-style-type: none"> <li>Recorded on Class Charts with the minutes late added</li> <li>HoD lunchtime detention - ≤ 30 minutes</li> </ul>	Classroom teacher → HoD →	- 2
C2	Incomplete or Incorrect Uniform	<ul style="list-style-type: none"> <li>Sent to HoY or Behaviour Team</li> <li>Contact made home requesting correct uniform delivered to school as soon as possible.</li> <li>Student to remain out of circulation (isolation) until correct uniform is delivered by parent/carer</li> <li>HoY to support parent/carer in acquiring correct uniform and timeframes given.</li> </ul>	Form Tutor → Classroom Teacher → HoY	- 2
C2	Lack of vital equipment (e.g. PE Kit / Food Ingredients)	<ul style="list-style-type: none"> <li>Record detailed information on what vital equipment is missing and ramification of missing equipment</li> <li>HoD lunchtime detention - ≤ 30 minutes</li> </ul>	Classroom teacher / HoD	- 2
C2	Persistent Low Level Disruption (PLLD) or Refusal To Follow	<ul style="list-style-type: none"> <li>Relocation to HoD or supporting department (not with the same year group)</li> <li>Contact to be made home by classroom teacher or HoD</li> </ul>	Classroom teacher → HoD → HoY	- 3

	Instructions (RTFI)	<ul style="list-style-type: none"> <li>Detailed notes on Class Charts explaining context to situation, encouragement of positive choices, and shortcomings in making positive choices</li> <li>≤ 30 minute HoD lunchtime detention set.</li> </ul>		
C2	AWOL - Leaving classroom or area without permission.	<ul style="list-style-type: none"> <li>Notify on-call that student is missing. Include room number and context of situation.</li> <li>On-call to locate student and return back to lesson (if student is capable of returning)</li> <li>HoD lunchtime detention - ≤ 30 minutes</li> </ul>	Classroom teacher / HoD	- 3
C2	Minor Vandalism or deliberately defacing property	<ul style="list-style-type: none"> <li>Recorded on Class Charts with detail as to what and how the damage has been applied.</li> <li>HoD lunchtime detention - ≤ 30 minutes</li> </ul>	Classroom teacher → HoD → HoY	- 4
C3	Failing to complete a HoD detention.	<ul style="list-style-type: none"> <li>HoD to email behaviour manager, HoY, and behaviour SLT to inform of student absence to their detention.</li> <li>Behaviour team to either: <ul style="list-style-type: none"> <li>Set afterschool detention for student if possible.</li> <li>Set two SLT lunchtime detentions for the next two working days (40 mins).</li> </ul> </li> <li>Behaviour team to contact home and inform of failure to attend detention and inform of new consequence.</li> <li><b>To be awarded by behaviour team, HoY or SLT only.</b></li> </ul>	Behaviour Team / HoY / SLT	- 5
C3	Red Card - Significant breach of behaviour policy.	<ul style="list-style-type: none"> <li>Full, contextual account sent to behaviour team, HoY, or SLT.</li> <li>Student to be isolation for period of time/possible suspension</li> <li>Behaviour team, HoY or SLT to make contact home detailing detailed information regarding incident.</li> <li>Sanction to be awarded based on severity of transgression.</li> <li>Contextual information regarding missed detention recorded on Class Charts and contact made home to parent/carer.</li> <li><b>To be awarded by behaviour team, HoY or SLT only.</b></li> </ul>	Behaviour Team / HoY / SLT	- 6
C3	Gross Defiance (Persistent RTFI)	<ul style="list-style-type: none"> <li>Isolation for period of time/possible suspension.</li> <li>HoY, Behaviour Team, or SLT to contact home and provide detailed transgression to parent/carer.</li> <li>Detailed, contextual account of incident recorded on Class Charts.</li> <li><b>To be awarded by behaviour team or SLT only.</b></li> </ul>	Behaviour Team / HoY / SLT	- 6
C3	Truancy	<ul style="list-style-type: none"> <li>Isolation for period of time</li> <li>Details of where student was found and how long they have avoided lesson recorded on Class Charts.</li> <li>Possible suspension if truancy is persistent.</li> <li><b>To be awarded by behaviour team, HoY or SLT only.</b></li> </ul>	Behaviour Team / HoY / SLT	- 6
C3	Leaving school site	<ul style="list-style-type: none"> <li>Isolation for period of time/possible suspension.</li> <li>HoY, Behaviour Team, or SLT to contact home and provide detailed transgression to parent/carer.</li> <li>Detailed, contextual account of incident recorded on Class Charts.</li> <li><b>To be awarded by behaviour team or SLT only.</b></li> </ul>	Behaviour Team / SLT	- 6

<b>C3</b>	Unkind Language / Dangerous Behaviour	<ul style="list-style-type: none"> <li>Staff member witnessing the incident to email a detailed, contextual account of transgression.</li> <li>Behaviour team to investigate, collect statements, and inform SLT of findings.</li> <li>Behaviour team and SLT to decide sanction depending on severity of transgression and record detailed account of findings on Class Charts.</li> <li>Contact made home to parent/carer.</li> <li>Behaviour team to communicate sanction to witnessing staff member/s, form tutor, and HoY.</li> <li><b>To be awarded by behaviour team, HoY or SLT only.</b></li> </ul>	Behaviour Team / HoY / SLT	- 6
<b>C3</b>	Discriminative language	<ul style="list-style-type: none"> <li>Staff member witnessing the incident to email a detailed, contextual account of transgression.</li> <li>Behaviour team to investigate, collect statements, and inform SLT of findings.</li> <li>Behaviour team and SLT to decide sanction depending on severity of transgression and record detailed account of findings on Class Charts.</li> <li>Contact made home to parent/carer.</li> <li>Behaviour team to communicate sanction to witnessing staff member/s, form tutor, and HoY.</li> <li>Incident to be logged on the prejudice log.</li> <li><b>To be awarded by behaviour team or SLT only.</b></li> </ul>	Behaviour Team / SLT	- 8
<b>C3</b>	Internet safety issue	<ul style="list-style-type: none"> <li>Isolation for period of time/possible suspension.</li> <li>HoY, Behaviour Team, or SLT to contact home and provide detailed transgression to parent/carer.</li> <li>Detailed, contextual account of incident recorded on Class Charts.</li> <li><b>To be awarded by behaviour team or SLT only.</b></li> </ul>	Behaviour Team / SLT	- 8
<b>C3</b>	High level of Vandalism	<ul style="list-style-type: none"> <li>Staff member witnessing the incident to email a detailed, contextual account of transgression.</li> <li>Behaviour team to investigate, collect statements, and inform SLT of findings.</li> <li>Behaviour team and SLT to decide sanction depending on severity of transgression and record detailed account of findings on Class Charts.</li> <li>Contact made home to parent/carer.</li> <li>Behaviour team to communicate sanction to witnessing staff member/s, form tutor, and HoY.</li> <li><b>To be awarded by behaviour team or SLT only.</b></li> </ul>	Behaviour Team / SLT	- 8
<b>C3</b>	Verbal Abuse/threatening behaviour	<ul style="list-style-type: none"> <li>Staff member witnessing the incident to email a detailed, contextual account of transgression.</li> <li>Behaviour team to investigate, collect statements, and inform SLT of findings.</li> <li>Behaviour team and SLT to decide sanction depending on severity of transgression and record detailed account of findings on Class Charts.</li> <li>Contact made home to parent/carer.</li> <li>Behaviour team to communicate sanction to witnessing staff member/s, form tutor, and HoY.</li> <li><b>To be awarded by behaviour team or SLT only.</b></li> </ul>	Behaviour Team / SLT	- 9
<b>3</b>	Physical Assault	<ul style="list-style-type: none"> <li>Suspension for a period of time - determined by Head Teacher.</li> <li>SLT to collate statements from all witnessing/participating parties and deliver to Head</li> </ul>	Head teacher	

		<p>Teacher.</p> <ul style="list-style-type: none"><li>• Head Teacher to inform parents of transgression and record detailed account on Go4Schools.</li><li>• Parental meeting arranged to discuss transgression and next steps.</li><li>• <b>To be awarded by Head Teacher only.</b></li></ul>		- 10
--	--	--	--	------

## Appendix 4 : List of Prohibited Items

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

- Any offensive weapons or replica weapons – knives, guns, etc
- 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.**