



Holbrook Academy

Behaviour & Rewards Policy

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Signed	F Rolfe (Acting Chair of Q&M Committee)
Minuted	31 st October 2016
Date of Next Review	Summer Term 2017

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.

1. Principles

Good order and discipline are essential to high standards of education.

Parents and carers have an essential role to play in assisting schools in maintaining high standards of behaviour. Consistency of Academy and parental expectations regarding behaviour is essential.

An effective, caring and supportive learning environment is based on promoting self-esteem, self-discipline, tolerance, a proper regard for authority and public and private property, and positive relationships based on mutual respect.

There should be fairness of treatment for all and consistency of response to both positive and negative behaviour.

Students are entitled to a safe and secure learning environment free from disruption, bullying, violence or any form of harassment.

Teachers, all other personnel working at the Academy, and visitors to the Academy, are entitled to be treated with courtesy and respect at all times.

Early intervention and support, where possible, should be provided for students experiencing behavioural difficulties.

2. Roles and Responsibilities

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 and 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 Governing Body will meet with a student, family and the school to review an individual student's behavior and the support in place.

The Headteacher and Senior Leadership Team will be responsible for the implementation and day to day management of the policy, and 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.

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.

Form Tutors will monitor their tutees' behavior by analyzing Go4Schools points and intervening where necessary.

Parents and 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). 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 Go4Schools – our online behaviour logging system. Where parents/carers cannot access Go4Schools, they can see a summary of positive and minus points on their child's report 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.

Students are expected to take responsibility for their own behaviour and will be made fully aware of Academy policy, procedures and expectations. 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.

3. Procedures

The Academy uses the Go4Schools system to record behaviour events and for reporting to parents. 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.

3.1 Recognition and Rewards

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

+10	Headteacher's Award - Exceptional success.
+8	Active Citizenship Award - Supporting the school community.
+6	WOW! - Above and beyond expectations including outstanding progress with learning.
+4	Leadership / Positive Role Model Award - Taking a lead, inspiring others.
+4	Good Samaritan - Consistently kind and helpful; going out of your way for others.
+3	Positive Learner / Skills - Excellence with classwork, homework, verbal contribution, effort or progress.
+2	Top Supporter Award – Attending clubs and revision sessions
+1	Gold Star - Recognition of a positive act eg random act of kindness, good example, good deed.

The Go4Schools system is the main element of the rewards policy. There are a number of other parts that complete Holbrook Academy's rewards and celebration structure. See Annex 1 for full details.

3.2 Unacceptable Behaviour

The following have been identified as examples of unacceptable behaviour and are shown with the number of negative points which will be recorded on the Go4Schools system:

-1	General wrongdoing – Including no planner, incorrect uniform, no equipment, not following instructions, home learning deadline missed, chewing gum, mobile phone out in school (not exhaustive).
-2	Late - To registration or lesson.
-3	Amber Card – Sent to Faculty Head / SLL. Poor behaviour. Use of inappropriate language.
-4	Refusal to follow instructions
-5	AWOL – absent without leave - Not where you should be – no acceptable reason
-6	Red Card - High Level Disruption
-7	Leaving School site
-8	Verbal Abuse – Threatening and bullying behavior / Extreme bad language.
-9	Anti-Social behaviour - This covers a wide range of issues including: vandalism, smoking, prejudice (sexism, racism, homophobia, disability prejudice), theft, drug abuse. This is not a complete list of what the Academy considers anti-social behaviour. Incident involving online behavior / e-safety.
-10	Physical Abuse - Causing harm to somebody else, fighting, weapons (will be treated as intent to harm).

Please refer to Annex 2 for a complete list of prohibited items.

3.3 Sanctions

The Academy will implement a range of strategies to deal with inappropriate or unacceptable behaviour by students, in line with the Go4Schools negative points system, as follows :

-1	Verbal reprimand – explain to the student what is wrong with their behaviour
-2	Verbal reprimand Persistent – inform HOD, Pastoral Team on Go4Schools who will issue a sanction
-3	Verbal reprimand. Send student to HoD Note in planner / Make relevant notes on Go4Schools
-4	Only to be awarded after name on board etc... Teacher / subject issuing yellow card runs a detention at lunchtime.
-5	Subject detention or pastoral detention (only if cross-curricular)
-6	Send student to Pastoral Team with red card Subject after school detention / Inform HoD
-7	INFORM OFFICE IMMEDIATELY IF YOU SUSPECT SOMEBODY HAS LEFT THE ACADEMY SITE Inform Parent / Leadership team after school detention
-8	Inform Pastoral Team and Assistant Headteacher
-9	Take relevant Statements
-10	Parents informed Sanction in line with incident – isolation, internal exclusion, fixed term exclusion, permanent exclusion. Inform any relevant outside agencies.

Full details of the sanctions can be found in Annex 3, 4 and 5.

4. 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, Suffolk Pupil Support Framework, 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 BSS, 4YP, Social Services, Integrated Support Team, EOTAS, EWO, Health Professionals and Police Liaison Officer.

Online Conduct: See also Acceptable Use 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.

5. Investigating Cases of Misbehaviour

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 very 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 and investigations will be recorded on Go4Schools and evidence kept in student files.

6. Searching and Confiscation Procedures

The following procedures will be followed by the Academy:-

- i. Academy staff can search a student for any item if the student agrees.
- ii. 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 Annex 2)

- iii. Academy staff can confiscate any prohibited item found as a result of a search.
- iv. 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
- v. 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.
- vi. The person conducting the search may not require the student to remove any clothing other than outer clothing.
- vii. 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.
- viii. 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.
- ix. 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.
- x. 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.
- xi. After every search the member of staff conducting the search should record all details of the search on the relevant internal document.
- xii. 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. If inappropriate data is found the electronic device should be presented to the Senior Leadership Team.
- xiii. 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.
- xiv. There is no legal requirement of Holbrook Academy to inform parents 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.

7. Use of Reasonable Force

- i. All members of the Academy staff have a legal power to use reasonable force.
- ii. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.
- iii. At Holbrook Academy reasonable force is used for two main purposes – to control students or to restrain them.
- iv. 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.
- v. Reasonable force must never be used as a punishment – it is always unlawful to use force as a punishment.
- vi. 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 to...
 - a) prevent a student from attacking a member of staff or another student or to stop a fight on Academy premises;
 - b) restrain a student at risk of harming themselves through physical outburst.

- vii. Staff are requested to make reasonable judgements when using reasonable force for disabled children and children with special educational needs (SEN).
- viii. All staff that have applied reasonable force must complete the relevant internal recording document.
- ix. Holbrook Academy will **communicate with parents** as a matter of urgency when reasonable force is used.

8. 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 behavior or attendance is causing concerns, we will engage with the Suffolk County Council Local Offer Broker Team. 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 managed move, PRU placement.

Parents and students will be kept informed of this process.

9. Review

The Headteacher, with staff, will undertake systematic monitoring of the Behaviour & Rewards 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 Behaviour & Rewards Policy to ensure its continuing appropriateness and effectiveness.

Annex 1 Rewards and Celebration Structure

- Celebration Assemblies – Upper and Lower School assemblies focussing on awarding Subject, Sporting Citizenship and Go 4 Schools award certificates.
- Golden Ticket Draw – The top 15 students in each Year Group are entered into a raffle to win a range of exciting prizes.
- Points Shop – all students are entitled to ‘cash in’ their positive points for academic equipment from the Points Shop.
- Praise Postcard – Subject/department specific reward postcards that are sent home to the students/parents to update on progress/success.
- Note in planner – staff can write in parent communication box to update on progress/success at Holbrook Academy.
- Headteacher’s Award – Outstanding work to be referred for individual meeting with Headteacher.
- WOW award – Good work or effort that is deserving of praise in weekly assembly.
- Students with 100% attendance are praised in celebration assemblies.

Annex 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
- 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
- Heelies – shoes with wheels in sole
- Spiked 'Stretcher' ear rings
- 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
- 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

Annex 3 Exclusion

When considering whether to exclude a student, the Academy will at all times follow the procedures set out in the current DofE guidance document 'Exclusion from maintained schools, Academies and pupil referral units in England'.

1. Use of Exclusion

The Governing Body and Headteacher of the Academy are responsible for promoting good behaviour and discipline on the part of the Academy's students, and for securing a safe and orderly environment for students, teachers and anyone who works at the Academy. The Academy's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. The Academy will ensure that the interests of the whole Academy are considered within any action taken.

2. Deciding Whether to Exclude a Student

2.1 Only the Headteacher or, in his or her absence, a senior teacher acting with his or her authority, can exclude a student from the Academy. A decision to exclude a student will be taken only:

- a) In response to a serious breach, or persistent breaches, of the Academy's behaviour policy (see 3.2 Unacceptable Behaviour);
- b) If allowing the student to remain in the Academy would harm the education or welfare of others in the Academy.

2.2 The decision to exclude a student is a matter of judgement for the Headteacher who will take into account the likely impact of the misconduct on the life of the Academy. This may include the effect of behaviour off the Academy premises, which is in breach of the standards of behaviour expected by the Academy.

2.3 Before reaching a decision to exclude either permanently or for a fixed period, the Headteacher will:

- a) Consider all the relevant facts and any available evidence, taking into account the Academy's behaviour and equal opportunities policies.
- b) Allow the student to give his or her version of events.
- c) Check whether the incident may have been provoked, for example by racial or sexual harassment.
- d) Consult others where necessary, taking care to avoid anyone who may have a role in any statutory review of his or her decision.

3. Permanent exclusions

3.1 Permanent exclusions are likely to be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, however, the Headteacher may consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- a) Serious actual or threatened violence against another student, member of staff or person on school site.

- b) Sexual misconduct.
- c) Supplying drugs.
- d) Carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy.

4. Fixed-term exclusion

A Headteacher may exclude a student for up to 45 days in any one academic year. The parents / carers will be informed of the length of the exclusion and the reasons for it. Arrangements will be made for suitable work to be set and marked during the period of the exclusion. For an exclusion of longer than 15 consecutive school days an individual education plan will be provided for the student.

Parents / carers have the right to make representations about the exclusion to the Discipline Committee of the Governing Body.

Where a parent / carer refuses to comply with the terms of an exclusion, the Academy may notify the Social Services Department and the Police if, in the Headteacher's view, the child or any other person may be at risk as a result of failure to meet the terms of the exclusion.

5. Lunchtime exclusion

If a student's behavior at lunchtime causes particular concern, the Headteacher may exclude the student for the duration of the lunchtime period. In this case, the Headteacher's duty to notify parents still applies. Lunchtime exclusions are counted as half a school day for statistical purposes.

6. Re-admittance following an exclusion

Following the period of exclusion, a re-admittance meeting will be arranged prior to the student returning to the Academy. This meeting will establish a risk assessment of the student, re-establish the expectations the student must meet and identify the resources needed to provide the necessary support for the student. A re-admittance agreement will be signed at the meeting by the student, parent/carer and Headteacher / Pastoral Support Manager to confirm acceptance of the terms agreed.

Annex 4 Detentions

1. Lunchtime detentions

These take place during the first 20 minutes of the Academy lunch break. Subject teachers may issue a lunchtime detention as a result of low level disruption in class. They are used as an immediate consequence of persistent disruption. Students are supervised in a classroom by a member of the teaching staff. They have their lunch at the end of the detention period and then are allowed to go outside for the remainder of the break. The purpose is to deprive students of some social time with their friends in the hope that they will decide to improve their behaviour in lessons. Records are kept on Go4Schools of the number of lessons disrupted and parents / carers will be informed if this is happening regularly.

2. After-school detentions

After-school detentions are issued as a result of a red card – high level disruption – or any repeated poor behaviour. These can be issued by subject teachers, in which case the detention will take place within the classroom, or by the pastoral team.

After-school detentions take place for one hour at the end of the Academy day. Where possible parents / carers are given at least 24 hours notice of an after-school detention but this may not always be the case. Parents / carers can be notified by text message if their child has an after-school detention. Parents / carers are responsible for arranging for their child to be collected at the end of the detention period, however, the Academy will try, wherever possible, to arrange the detention for an afternoon when late school transport is provided.

3. Attendance on a non-student day

Occasionally students may be requested to attend the Academy during one of the five professional development days when staff are in the Academy but not students. This is thought to be an appropriate sanction for students who have truanted from school, and may also be used for students who have willfully refused to produce work out of school that is required for examination purposes.

Annex 5 Withdrawal from Lessons

1. For persistent disruption to a lesson

The Academy uses an assertive discipline behaviour strategy in lessons which operates by a warning, followed by the student's name being written on the board, followed by the name being ticked if a further offence occurs. It is possible to earn removal of the tick and the name by 10-15 minute periods of sustained sensible behaviour. Any student who has their name still on the board at the end of the lesson automatically has an immediate lunchtime detention. If, however, instead of earning remission, a fourth offence occurs the student will receive a Red Card.

2. Red Card removal from a lesson

This is used for a serious incident that makes it impossible for the lesson to proceed with that student still in the classroom. Examples would be verbal abuse of the teacher or another student, violence or serious damage to property, insolence and refusal to carry out a reasonable request. The student is removed from the lesson and sent to the Pastoral Team. At the end of the lesson, a member of the Pastoral Team or Senior Leadership Team will decide whether the student should return to normal lessons or remain with the Pastoral Team for a longer cooling off period. A Red Card removal from a lesson automatically results in an after-school detention as well as any other sanctions that may be deemed necessary, depending on the nature of the offence.

3. Withdrawal for other reasons

A few students may occasionally be withdrawn from whole or part lessons for a variety of reasons, usually for their own benefit. A few students find some situations particularly stressful, or may be experiencing severe difficulties out of the Academy, and sometimes need to be in a quieter environment. Occasionally some students who are working with Academy staff and outside agencies on their anger management problems, may be given a card that they can use to withdraw themselves from a lesson for a short period of time if they feel they are approaching a situation where they may lose control.

4. Amber Card

An Amber Card is issued by a member of staff to a student for low level, persistent disruption. To receive an Amber Card, the student has not responded to the first level of teacher intervention. The student reports to the Head of Department with their Amber Card. The Head of Department will integrate or isolate the student within their learning environment. If the student responds then their learning will continue. An Amber Card will result in an after school detention. If the poor behaviour continues the Head of Department will issue a Red Card.

Annex 6 Internal Isolation

In some circumstances, the decision may be taken by Pastoral staff to internally isolate a student for consistent poor behaviour or disruption in lessons. If this is the case, the student will be sent to the isolation room for an agreed period of time. The expectations are that the student will

- Complete a reflection sheet
- Complete any and all work set
- Not talk
- Follow instructions
- Remain in the isolation room until permitted to leave
- Not eat, except during break and lunchtimes
- Complete their time in isolation calmly and sensibly.

In line with Academy rules, no mobile phones will be allowed in the isolation room.

Failure to meet these expectations could mean an extended period of isolation or further sanctions. The student will be allowed to return to lessons only after the successful completion of the internal isolation and when staff are satisfied he/she can meet the behaviour expectations.

Parents/Carers will be informed when a student is internally isolated and, if necessary, may be asked to meet with staff to discuss their child's behaviour.