

BEHAVIOUR POLICY (Haywood)

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Status: Statutory



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Summary	Our aim is to provide a secure caring environment in which students can become self-disciplined individuals and so reach their full academic and social potential, as well as taking a positive, active role in the life of the Academy.			
Associated Documents	<ul style="list-style-type: none"> SEND Policy Alcohol & Substance Misuse Policy Equal Opportunities Policy 	<ul style="list-style-type: none"> Safeguarding & Child Protection Policy Attendance Policy Positive Handling Policy Uniform Policy 		
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VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
1.0	Original Document		Original Document
2.0	New format	1.5.2016	Formatting only
2.1	Format	26.9.16	Addition of City College logo
2.2	Review and Update	29.11.16	Page 8 diagram and other amendments
2.3	Annual review	Sept 2020	Haywood ARCH values
2.4	Annual Review	Sept 2021	Links with KCSIE 2021, Haywood ARCH values
2.5	Review and Update	25.6.2022	Changed content and included Haywood Charter
2.6	Proof reading updates	Sept 2022	Typos and grammar errors. Review date changed
2.7	Interim change	Dec 2022	Section 6.3 - to reference Appendix A not separate document

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1. STATUS

- a. Statutory.

2. INTRODUCTION

- a. This policy should be read in conjunction with guidelines about anti-bullying, rewards, special educational needs, physical restraint, harassment, substance abuse, child protection, drugs, attendance and equal opportunities.

3. CONTEXT AND SCOPE

- a. Haywood Academy and City College is a diverse environment that is proud to represent the community it serves. It is the home of approximately 1150 students and their families.
- b. Our overarching aim is to provide a safe, supportive and caring environment where students can learn. We believe that everyone has the potential to achieve, but we also acknowledge that everyone has the potential to make mistakes. Everyone involved in the wider support network for a student has a role to play in the behavioural choices they make regarding attitudes and learning. Students can become self-disciplined individuals and thus reach their full academic and social potential, as well as taking a positive, active role in the life of the Academy.
- c. We believe that everyone is accountable for their mistakes, and that every misconception, misstep or poor decision is an opportunity to grow.
- d. At Haywood Academy we believe that students want to succeed, work hard and follow instructions first time, every time! Our Academy values are very important to our community and we believe that all students who walk under the Haywood ARCH are capable of greatness!
- e. We believe wholeheartedly that ALL students can succeed, and we are committed to ensuring that students develop with us to make better behavioural choices that allow all members of the academy community to grow. Our behaviour policy is designed to allow students to learn, build relationships and to be accountable for their actions. We believe that good relationships are a fundamental pre-requisite of good behaviour, and that where good and positive relationships exist between staff and student then good discipline and behaviour is likely to follow.
- f. Our systems are designed so that the teacher decides on the seriousness of an incident and the appropriate response in the first instance. We believe that effective classroom management will ensure that students explicitly know why they are being issued with a consequence. We believe rewards are more important than consequences, praise more important than criticism and hope that the process of rewards and sanctions can set each student on the path to achieving their potential.
- g. We also know that parents and carers play a crucial part in the process of encouraging positive behaviour. We are committed to involving all stakeholders in embedding 'The Haywood Charter'. All members of staff, teaching and non-teaching, are expected to be committed to maintaining the highest standards of students' behaviour; all staff are expected to challenge poor behaviour and follow the Academy guidance on rewards and sanctions.
- h. This policy aims to:
 - i. Provide a constant approach to behaviour management
 - ii. Define what we consider to be unacceptable behaviour, including bullying and discrimination
 - iii. Outline how pupils are expected to behave
 - iv. Summarise the roles and responsibilities of different people in the academy community with regards to behaviour management
 - v. Outline our system of rewards and sanctions



4. LEGISLATION AND STATUTORY REQUIREMENTS

- a. This policy is based on advice from the Department of Education (DfE) on:
 - ii. [Behaviour and discipline in schools](#)
 - iii. [Searching, screening and confiscation at school](#)
 - iv. [Use of reasonable force in schools](#)
 - v. [Supporting students with medical conditions at school](#)
 - vi. [The Equality Act 2010](#)
 - vii. [Keeping Children Safe in Education](#)
- b. It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
- c. In addition, this policy is based on:
 - i. Section 175 of the [Education Act 2002](#) which outlines a school's duty to safeguard and promote the welfare of its students
 - ii. Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
 - iii. [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- d. This policy complies with our funding agreement and articles of association.

5. DEFINITIONS

- a. At Haywood Academy, all students will have the opportunity to achieve for themselves and the wider community. The Academy will provide the necessary skills, knowledge and experiences for students to have the opportunities to succeed.
- b. Misbehaviour is defined as:
 - i. Disruption in lessons, in corridors between lessons, and at break and lunchtimes
 - ii. Non-completion of classwork, homework or preparation
 - iii. Poor attitude
 - iv. Incorrect uniform
- c. Serious misbehaviour is defined as:
 - i. Repeated breaches of 'The Haywood Charter'
 - ii. Any form of bullying
 - iii. Sexual violence, such as rape, assault by penetration or sexual assault (intentional sexual touching without consent)
 - iv. Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- d. Vandalism
- e. Theft
- f. Fighting
- g. Smoking and/or vaping
- h. Racist, sexual, homophobic discriminatory behaviour

- i. Possession of any prohibited items. These are:
 - i. Knives or weapons
 - ii. Alcohol
 - iii. Illegal drugs
 - iv. Stolen items
 - v. Tobacco and/or cigarette papers
 - vi. Fireworks
 - vii. Pornographic images
 - viii. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

6. BULLYING

- a. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
- b. Bullying is, therefore:
 - i. Deliberate
 - ii. Repeated, often over a period of time
 - iii. Unbalanced in interaction
- c. Bullying behaviours under the above definition can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical or verbal abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- d. Students can report, in confidence, if they have concerns regarding behaviour directed towards them, or to others.
 - i. Students, parents/carers and staff can report incidents of bullying to any member of the safeguarding team
 - ii. We investigate any allegations of bullying thoroughly via statements, any relevant evidence, in some cases the use of CCTV, as well as liaising with all potential witnesses or affected parties
 - iii. We record, analyse and monitor incidents of bullying via our safeguarding software, CPOMS.
- e. Please refer to Anti-bullying Policy - see Appendix A.

7. ROLES AND RESPONSIBILITIES

7.1 The Local Governing Committee

- a. The Local Governing Committee is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

7.2 The Principal

- a. The Principal is responsible for reviewing and approving this behaviour policy alongside the relevant governance committee.
- b. The Principal will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

7.3 Staff

- a. Staff are responsible for:
 - i. Implementing the behaviour policy consistently
 - ii. Modelling positive behaviours
 - iii. Providing a personalised approach to the specific behavioural needs of particular pupils
 - iv. Support and reinforce 'The Haywood Charter' within their classrooms and around the academy
 - v. Regularly recognise and reward positive behaviour and achievement
 - vi. Record student behaviour and achievement on SIMS
 - vii. Telephone and meet parents/carers to make them aware of positive, negative behaviour and academic achievement.
 - viii. Actively support academy policies and procedures
 - ix. Plan and deliver lessons to engage and facilitate the learning, progress and attainment of ALL students

7.4 Parents/Carers

- a. Parents/carers are expected to:
 - i. Support their child in adhering to 'The Haywood Charter'
 - ii. Support high attendance and punctuality
 - iii. Communicate and engage regularly with the Academy for the best outcomes of pupils
 - iv. Inform the academy of any changes in circumstances that may affect their child's behaviour
 - v. Discuss any behavioural concerns with Academy staff promptly
 - vi. Accept the role of the Academy in supporting all students through its decision making process, approaches, rules and regulations

8. THE HAYWOOD CHARTER – Relentlessly High Expectations

8.1 Context

- a. It is the primary responsibility of the staff to ensure there is good behaviour within the learning environment. Most incidents of misbehaviour can and should be dealt with by the class teacher. The procedure set out below should always be used unless there is a very serious misbehaviour. In these instances, the Inclusion Team should be informed immediately, they will then liaise with the Performance Leader, their Line Manager and a member of the Senior Leadership Team about further sanctions.
- b. There are additional support materials which are specific to individual student and group needs which are updated annually. These should be used consistently by all staff to ensure appropriate adjustments are made for named students/groups. Early Career Teachers, Associate Teachers and new Teachers have induction sessions on behaviour, SEND and inclusion when they begin at the Academy.
- c. In the classroom, it is vital that all staff create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons which take account of individual student need and interest and engender positive attitudes from students and earn staff respect. It is important to maximise learning opportunities and as such, staff should ensure that expectations of students remain consistent.

8.2 Staff Expectations

“EVERY LESSON EVERY TIME”

- a. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. In order to do this:
 - i. Create and maintain a positive, supportive and stimulating environment that encourages pupils to be engaged
 - ii. Prepare lessons which take account of individual student need and interest and engender positive attitudes from students and earn staff respect. Ensure all resources are prepared in advance
 - iii. Maximise learning opportunities and as such, staff should ensure that expectations of students remain consistent.
 - iv. Display Haywood Charter for Rewards and Sanctions
 - v. Be on time
 - vi. Line students up, single file, planner out
 - vii. Develop positive relationships with students which includes:
 - Knowing the names of the children
 - Meet (at the door) Greet (with a smile) Neat (check uniform) Seat (when stood in correct place)
 - viii. Have clear routines:
 - Students stand behind chairs as per seating plan
 - Have a 'through the door' learning activity on the door ready on the board. This must be linked to previous learning (previous lesson or retrieval practice from previous topics)
 - Always communicate expectations of behaviour
 - Highlight and promote positive behaviour (positive reinforcement)
 - ix. Keep calm
 - x. Keep instructions clear
 - xi. Circulate and give public praise (and positive re-enforcement)
 - xii. Have a 'Move Seat' available and have a plan for students who are likely to misbehave
 - xiii. Follow the charter for dealing with low-level disruption
 - xiv. Conclude the lesson and day positively and start the next day/lesson afresh
 - xv. Ensure classwork is provided for students in seclusion (a '7' will be record on the register)

8.3 Student Expectations

- a. Underpinning 'The Haywood Charter' are the Academy ARCH (Aspire Respect Community Hard Work) values. These values define our actions and behaviours in and around the Academy. Our ARCH values are:

A	<p>I appreciate every opportunity offered to me.</p> <p>I want to achieve my goals and I have high expectations of myself.</p> <p>I believe that we are all capable of greatness and I will do my part to support my peers.</p> <p>When I leave here, I will be able to be anything I aspire to be because I believe in myself.</p>
R	<p>I am tolerant of other people's beliefs and viewpoints even though I don't always share them.</p> <p>I am aware that my words and actions have consequences and I choose to be careful with them.</p> <p>I am polite, well-mannered and always respectful towards the people around me.</p> <p>If I am wrong, I will say that I'm sorry.</p>
C	<p>I understand that I am a part of something bigger than me and my contribution is important.</p> <p>I am proud to represent Haywood Academy and City College.</p> <p>I want to help my community to be the best it can be.</p> <p>I never want to let my community down by behaving in a way that would embarrass them.</p>
H	<p>I know that I must work hard, every lesson, every day to be the best that I can be. I arrive on time so that I don't miss a moment of learning.</p> <p>I trust the staff at Haywood Academy and City College and follow their instructions.</p> <p>I know that I have to put time and effort into my studies to achieve my best.</p>

"FIRST TIME EVERY TIME"

- b. I am expected to:
- i. Attend and arrive on time to school and to lessons
 - ii. Line up quietly outside the lesson, ready to enter in full uniform
 - iii. Have the appropriate equipment to support my learning, including my planner
 - iv. Complete all work set and be proud of the outcome
 - v. Listen to and follow all instructions straight away
 - vi. Participate fully in all lessons
 - vii. Be willing to have a go, even when it's difficult
 - viii. Concentrate and remain focused
 - ix. Look after their environment and resources available to me
 - x. Be respectful to others and the community

8.4 Student Community Expectations

- a. To ensure I am meeting community expectation, I will:
 - i. Change my conduct and behaviour if I/me and my friends could be perceived as threatening
 - ii. Avoid loud, boisterous conduct
 - iii. Avoid inappropriate language that could offend people (including swearing, racist language, homophobic comments)
 - iv. Be polite, well-mannered and courteous, opening doors and saying 'please' and 'thank you'
 - v. Put all litter in a bin
 - vi. Be considerate of other people and offer help if it's needed
 - vii. Work to protect the reputation of the Academy because I am proud of it and would do nothing to bring the Academy's reputation into question
 - viii. Take part in extra-curricular activities
 - ix. Have a healthy lifestyle
 - x. Be a positive member of our community

8.5 Rewards and Sanctions

- a. It is important to recognise and celebrate the achievements and efforts of those students who behave well and who work hard. We believe that those who behave well develop their own self-esteem and gain increased respect from others.
- b. Staff are encouraged to reward pupils with the following methods:
 - i. Through your Commitment 2 Progress scores
 - ii. Praise
 - iii. ARCH points
 - iv. Praise Postcards
 - v. Phone calls home to parents/carers
 - vi. Performance Leader awards
 - vii. Faculty 'Proud of You' Notice Board
 - viii. Faculty Praise Postcard
 - ix. Faculty Positive Phone Calls
 - x. Inclusion/Performance Leader Principal phone call nomination
 - xi. Nominations to Awards Evening
- c. At the end of every week, any gaps in WW not issued, students will receive bonus ARCH points.
- d. At the end of every half-term/term, if my C2P score is below 2.01 or less, I will be given the opportunity to attend a rewards event
- e. At the end of every term/half-term, if my attendance is 95% or more, I will be given the opportunity to attend a rewards event
- f. At the end of the year, for every 100 ARCH points/C2P 1 I have achieved, I will have 1 entry in the Big Rewards Draw

8.5.1 End of Term Rewards Assemblies

- Tuttee of the Term
- Tutor Group of the Term
- Attendance Certificates
- ARCH point Certificates
- Haywood Bacallaureate Certificates
- Haywood Bacallaureate Badges and Ties

8.5.2 End of Year Rewards

- House Cup
- Student of the Year
- Big Rewards Draw Winners

- g. Haywood Academy attempts to adopt both pre-emptive and proactive strategies to ensure there is an easy identification of students who find it difficult to manage their behaviour.

- h. This is a data driven process that is underpinned by:
- i. Weekly pastoral meetings
 - ii. Initiating report based processes early to ensure exclusion is a last resort
 - iii. Use of inclusion team for therapeutic behaviour support/intervention
- i. Discipline is applied most effectively at the point at which the problem has arisen. Inappropriate behaviour must be tackled in the first instance by the member of staff who has witnessed it and not referred on for someone else to solve. Students are much more likely to respond positively to actions taken by the member of staff whom identified the area which contravened the Academy behaviour expectations. In maintaining positive behaviour, staff should:
- i. Establish authority firmly and calmly
 - ii. Insist on high standards of behaviour, work and respect
 - iii. Apply the Academy behaviour expectations uniformly, fairly and consistently
 - iv. Follow the recommended sanctions
 - v. Be positive, punish the behaviour not the person and avoid escalation and confrontation
 - vi. Make reasonable adjustments for students requiring specific care and attention according to their recognised special educational need
- j. Staff should avoid the following reactions, all of which have been shown to lead to deterioration in good behaviour:
- i. Shouting at students
 - ii. Humiliating students
 - iii. Over-reaction
 - iv. Criticising a person rather than their behaviour
 - v. Blanket punishments
 - vi. Over punishment
 - vii. Making threats
- k. Behaviour that falls short of expectations can take many forms. The list in appendix 3 is an illustration of some behaviours and staff members responsible for follow up and is not an exhaustive list.
- l. The school may use one or more of the following sanctions in response to unacceptable behaviour:
- i. A verbal interaction (C2P 3)
 - ii. Relocating the pupil to another seat (C2P 5)
 - iii. Relocating the pupil to another room (C2P 6)
 - iv. Detention at break or lunchtime, or after school
 - v. Some stage 4 behaviours can lead directly to a fixed term seclusion (referenced in appendix 3)
 - vi. Letters or phone calls home to parents
 - vii. Agreeing a behaviour contract
 - viii. Putting a pupil 'on report'. See list below:

FT Monitoring Report	Monitoring report with clear expectations (attendance, truancy, equipment, uniform, C2P) 2 week rotation Student required to see FT at the end of every day
SLP Monitoring Report	Monitoring report with clear subject related expectations 2 week rotation Student required to see SLP at the end of every week
PL Monitoring Report	Monitoring report with clear behaviour related expectations Parent Meeting/Phone call 2 week rotation Student required to see PL at the end of every day Fail to report and check in at the end of the day – 30 min detention set
SLT Monitoring Report	Monitoring report with clear behaviour related expectations Parent Meeting 2 week rotation Student required to see SLT at the end of every day

m. Staff should monitor student conduct in lessons and use the 'Commitment to Progress' numbers to evaluate student progress by the end of the lesson. Students are expected to participate fully in all lessons. Any incident that results in an interruption to the learning of students will mean that a student's Commitment to Progress score is adjusted using the following process:

C2P	Expectations	Actions
1	<p>I will achieve a 1 when:</p> <ul style="list-style-type: none"> • I complete extra work • I demonstrate ARCH values • I step out of my comfort zone • I support other students to help them learn something new 	<ul style="list-style-type: none"> • My teacher will record a 1 on SIMS and on my C2P Tracker and will write my ARCH point in my planner.
2	<p>I will achieve a 2 when:</p> <ul style="list-style-type: none"> • I arrive on time to my lesson • I have my planner out as I arrive and I place it on my desk for my lesson • I arrive to my lesson in the correct uniform • I arrive to my lesson with all the correct equipment • I follow the instructions of any adult FIRST TIME EVERY TIME • I complete all of the work in the lesson • I am polite, respectful, kind and use my manners 	<ul style="list-style-type: none"> • My teacher will record a 2 on SIMS. • I will record a 2 in my C2P Tracker.
3	<p>I will receive a 3 if:</p> <ul style="list-style-type: none"> • I disrupt the learning of others • I am not trying my hardest • I don't complete the work I have been asked to • I am talking unnecessarily 	<ul style="list-style-type: none"> • My teacher will record a 3 on SIMS and on my C2P Tracker • My teacher will remove my planner from my desk and speak to me at a convenient time to discuss my behaviour.
4	<p>I will receive a 4 if:</p> <ul style="list-style-type: none"> • I am late to my lesson • I am chewing • I have not followed staff instructions • I am rude/disrespectful to others • I have already received a C2P 3 for disrupting learning 	<ul style="list-style-type: none"> • I will give my teacher my planner without comment. • My teacher will record a 4 on SIMS and on my C2P Tracker and write a WW in my planner. • At the end of the lesson, I will apologise for my disruption so I can arrive at my next
5	<p>I will receive a 5 if:</p> <ul style="list-style-type: none"> • I further disrupt the learning of others • I continue to be rude/disrespectful • I continue to not follow instructions FIRST TIME EVERY TIME 	<ul style="list-style-type: none"> • My teacher will record a 5 on SIMS and on my C2P Tracker and write a WW in my planner. • My teacher will alert the Inclusion Team to speak to me about making better choices. • I will need to move seat. • I will need to speak to the teacher at the end of the lesson to apologise for being rude/
6	<p>I will a receive a 6 if:</p> <ul style="list-style-type: none"> • I further ignore the opportunities I have been given to change my behaviour 	<ul style="list-style-type: none"> • My teacher will record a 6 on SIMS and on my C2P Tracker and write a WW in my planner. • I will need to work in a different classroom. • I will attend a 30 minute detention that my teacher will write in my planner. During this detention I will ensure any work that wasn't completed in the lesson is done and discuss

8.6 Detentions

- a. Parents are informed of the detention through the student planner.
- b. Following any reasonable adjustments, interventions and appropriate support, misbehaviour is persistent, students will be sanctioned according to the table below.

AM Late	Immediate 40 minute late detention on the same evening (after school rota)
Truancy	1 hour subject detention to complete all work missed in the lesson Record on SIMS and write detention in planner
3 x WW	For every 3, 30 minute detention (lunch/after school) Record on SIMS and write detention in planner
Failed to attend 30 min	Re-issue the detention (once only) Discuss with student at the end of your next lesson Write in planner Text home/message home
Failed to attend re-issued detention	60 minute detention Write in planner Phone call home to discuss with parent/carer
Damage/Disruption	Community Service during social time Write in planner
Failed to attend 1 hour detention	Referred for 1 day seclusion (all sanctions must have been followed and logged beforehand) WITH RJ/Mediation with Subject Teacher
One-off	1 hour detention following high level serious misbehavior
Removal social time	Following Warning given or misbehavior during break/lunchtime

8.7 Referral to Seclusion

- a. We may use the support of our Seclusion Room in response to serious or persistent breaches of these expectations. Students may be sent to the Seclusion Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.
- b. Students who do not attend a given detention will receive an escalated sanction if the opportunities to attend the detention with a member of staff are ignored.
- c. Following this, suspensions (or in extreme cases, permanent exclusions) will be investigated as a response to mis-behaviour.
- d. If behaviour of students remains challenging despite the instigation of Academy interventions, the Academy will liaise with external agencies in order to address specific individual needs. These agencies might include access to support from the Educational Psychologist or collaboration with Local Authority specialist behaviour provision. The referrals for such a service will be completed via the Inclusion or SEND teams.
- e. Misbehaviour beyond the Academy gate will be addressed if the student is:
 - i. Taking part in any Academy-organised or Academy-related activity
 - ii. Travelling to or from the Academy
 - iii. Wearing Academy uniform
 - iv. In some other way identifiable as a student at the Academy
- f. Or misbehaviour at any time, whether or not the conditions above apply, that:
 - i. Could have repercussions for the orderly running of the Academy
 - ii. Poses a threat to another student or member of the public
 - iii. Could adversely affect the reputation of the Academy

- g. It may also be deemed appropriate by the Principal to notify the Police or Anti-Social Behaviour Co-ordinator in the Local Authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the Police will be informed. If it is considered likely that the misbehaviour may be linked to the student suffering, or likely to suffer significant, harm, the Academy will revert to its Safeguarding Policy.
- h. Should a student be suspected of harbouring a banned item, it should be brought to the attention of the Inclusion or Senior Leadership Team and suspicions recorded on CPOMS. The issue will then be investigated and appropriate action taken.
- i. The Academy has two forms of serious sanction and where 'appropriate action' or 'further sanctions' are mentioned above; this is what they refer to:

Seclusion	<p>Is more formal and ensures that correspondence – written and verbal – is shared with parents / carers and recorded in student files.</p> <p>Seclusion removes students from general Academy population and runs throughout the Academy day, with supervised breaks which run to alternative times to the main Academy breaks. During their period in Seclusion, students will complete work provided by subject staff on Google-classroom. Students will also complete a 1 hour after-school detention.</p>
Suspension or Permanent Exclusion	<p>Where suspensions are issued the Academy follows DfE guidelines. Suspensions could be issued where the behaviour warrants such a sanction.</p> <p>A student could be issued with a suspension if misbehaviour is persistent, it demonstrates a disregard for Academy rules and expectations or if it puts others at risk.</p> <p>High level incidents (such as physical abuse towards a member of staff) or sustained persistent disruptive behaviour will be dealt with on an individual basis. Details of the incident, evidence gathered and a student's conduct record will be taken – together with any reasonable adjustments for students with disabilities or SEN. The appropriate sanction will be decided by the Principal in collaboration with the Senior Leadership Team and Inclusion Teams.</p>

8.8 Prohibited Items

- a. The use of mobile phones or electronic devices is **prohibited** within the Academy premises at any time including before and after school. Should a student be seen with their phone or any other form of electronic device (including attached paraphernalia such as earphones), the device will be confiscated. The 'Academy premises' refers to **any part** of the Academy site including classrooms, corridors, outdoor space or dinner hall. Mobile phones or electronic devices must be switched off and stored only in school bags belonging to the student.
- b. Academy staff have the authority to confiscate any electronic devices but to ensure that it remains safe, procedures are in place that must be adhered to by the confiscating member of staff.
 - i. On confiscation, the staff member will personally take the confiscated item to Reception. Here they will complete a pro forma stipulating the name and form of the student as well as their name and the date of confiscation.
 - ii. The mobile phone or electronic device will then be placed in an envelope, the pro forma attached and at the end of that Academy day, the package placed in the Academy safe if not collected.
- c. From 3.10pm on the day of the confiscation, mobile phones and electronic devices will be available for collection via the student reception area. Multiple violations of the mobile phone policy will result in further sanctions and interaction with parents/carers.

- d. In addition to any material that is deemed prohibited (including but not limited to: smoking paraphernalia, narcotics, anything that could be considered a weapon) both energy drinks and chewing gum are banned substances. If seen (or a member of staff has a reasonable suspicion that a student has either item) a member of staff will request the item be handed to them. As banned substances, both energy drinks and chewing gum will be disposed of and not returned.
- e. If a student refuses to hand over the items, they will be referred to Seclusion (or for a suspension if they have already exceeded their number of days in Seclusion during that half term) for defiance.

8.9 Punctuality and Truancy

- a. Attendance and punctuality at school is imperative and directly links to the progress and attainment of students. Any students that arrive later than 08:40 must sign in at Main Reception and will be expected to complete a 40 minute detention on that evening.
- b. Punctuality to lessons will be tracked via the C2P system. Lateness to lesson is an immediate C2P 4 if students arrive after movement time.
- c. Any student absent from a lesson will be recorded in accordance with Attendance monitoring codes. Persistent truancy will need students to attend attendance clinics/seclusions to modify their patterns of negative behaviours.

8.10 General Behaviour Expectations

- a. Staff are requested to adhere to the following:
 - i. Students must not be allowed out of lesson to visit the toilet unless they have been issued with a medical pass
 - ii. Students that are out of lesson must ensure they have an out of lesson pass

9. LINKED POLICIES

- a. Positive Handling Policy
- b. SEND Policy
- c. Alcohol & Substance Misuse (Student) Policy
- d. Equal Opportunities Policy
- e. Safeguarding & Child Protection Policy
- f. Attendance (Student) Policy
- g. Uniform Policy

10. MONITORING AND REVIEW

- a. This will take place through the Academy's usual procedures, i.e. student tracking, departmental reviews, Local Governing Committee and production of half termly and summative inclusion data.
- b. Statistics on rewards and exclusions will be prepared on a termly and yearly basis. The installation of SIMS has enabled the inclusion team to monitor student behaviour and put in place specific intervention strategies to address trends identified through data management. Evaluation is ongoing and this policy is seen as a working document that will be amended to suit the needs of the Academy.
- c. The policy will be reviewed annually in September each year and updated in line with the most recent Keeping Children Safe in Education and Working Together to Safeguard Children guidance, as appropriate. The policy will be approved by the Local Governing Committee (LGC) at their first meeting of the academic year. If required, between 1st September and the first meeting of the LGC, Chair's powers will be used to approve the policy as a live document.

APPENDIX A - ANTI-BULLYING POLICY

1. Context

- a. This policy should be read in conjunction with guidelines on behaviour, harassment and child protection.

2. Rationale

- a. To produce a clearly understandable policy against bullying with appropriate procedures, in line with current DfE guidelines, after consultation with all of the users.

3. Purpose

- a. It is the policy of Haywood Academy to do its utmost to eliminate bullying, including racial, sexual, homophobic and transphobic harassment, cyber bullying or any bullying that pertains to an individual's mental or physical disposition, whether the bullying be by physical means, verbal means, gesture, extortion or the use of social media. Peer on peer abuse will also be considered as a form no bullying and sanctioned / supported as appropriate.
- b. Haywood Academy definition of Bullying:
 - i. Bullying is long standing violence, physical or psychological, conducted by an individual or a group and is consciously directed against an individual who is not able or willing to defend themselves in the actual situation.

4. Guidelines

- a. In order to achieve its aims the Academy has adopted a two tier, proactive and reactive approach to bullying.
 - i. Prevention: strategies in Academy to lessen the incidents of bullying (proactive)
 - ii. Intervention: strategies in Academy to deal with incidents of bullying which have occurred (reactive)

5. Prevention

- a. Use of curriculum opportunities to discuss issues around diversity and draw out anti-bullying messages
- b. Use of opportunities throughout the Academy calendar and during Tutorial to raise awareness of the negative effects of bullying (e.g. anti-bullying week, assembly themes, PSHE programme)
- c. All staff contribute to an anti-bullying ethos in manner, response and tolerance and are a visible presence between lessons
- d. Use of the student leadership team to represent the student body in their perception of Academy anti-bullying procedures and ideas related to how best to safeguard students from bullying
- e. Focus on transition at key points in student career to ensure that important information regarding student social and emotional needs are shared between professionals

6. Intervention

- a. Despite the comprehensive preventative strategies, there will be occasions when bullying incidents do occur. The aim of Haywood Academy is to deal with such incidents in a firm, fair and consistent manner within a system where perpetrators are given the appropriate sanction and the victims supported and protected.
- b. The aim of the Academy is to make it as easy as possible for a student to confide in a member of staff about incidents of bullying. Any member of the Academy community should then commit the details reported to them on CPOMS. This referral is then forwarded to the Academy Safeguarding and Vulnerabilities Officer who investigates the report to determine whether the bullying is established, not established or not occurred. Records of this action are stored in the Inclusion Department.
- c. Sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs or disabilities that students may have and taking into account the needs of vulnerable students.
 - i. Disciplinary purposes intend to:
 - Impress upon the perpetrator that what they have done is unacceptable
 - Deter them from repeating this behaviour
 - Signal to other students that the behaviour is unacceptable and deter them from doing it.

- d. Sanctions for bullying are intended to hold students who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the student to put right the harm that they have caused.
- e. Engage with parents promptly when issues of bullying come to light, whether their child is the victim or the perpetrator.
- f. Restorative justice holds the perpetrator to account for their behaviour and allows them to agree to the sanctions which will enable them to repair the harm they have caused.
- g. Mediation and resolution, following investigation and relevant sanctions, should be offered to the victim and perpetrator and staffed to support closure to the incident.
- h. Monitoring and evaluation should occur after the resolution of an incident to ensure that intervention has prevented recurrence of the bullying and that the victim feels safe again.

7. Monitoring & Evaluation

- a. The Academy monitors and evaluates the anti-bullying policy in line with new guidance and recommendations. The Academy employs its usual procedures involving student tracking and voice samples, parent questionnaires, the use of inclusion data and the anti-bullying database to identify trends and implement proactive strategies aimed at addressing areas of growing concern.
- b. Evaluation is ongoing and this policy is seen as a working document that will be amended to suit the needs of the Academy.

APPENDIX B - REWARDS POLICY

1. Context

- a. This policy should be read in conjunction with guidelines on behaviour.

2. Rationale

- a. To produce a clearly understandable rewards policy with appropriate procedures and guidelines in order to reward positive behaviour and encourage achievement.

3. Purpose

- a. Haywood Academy recognises that it is important to reward achievement of all kinds. We acknowledge that young people respond positively to praise and are motivated by it and research indicates that students respond best to systems which recognise strengths as well as challenges.

4. Guidelines

- a. All staff are encouraged to praise good work and celebrate success in both formal and informal ways. Possible rewards are:
 - i. Verbal praise publicly or privately
 - ii. Congratulations in assembly
 - iii. Written praise, for example in planners, exercise books or letters home to parents / carers.
 - iv. Referral for praise to Heads of Department, Performance Leaders, Senior Leaders
 - v. Use of the Praise Postcard and a praise meeting with the Principal.
 - vi. Use of the Principal's Commendation
 - vii. Specific privileges determined by the individual
 - viii. Displays of work
 - ix. Use of Commitment to Progress system

5. Commitment to Progress Procedure

- a. Commitment to Progress (C2P) is a monitoring tool used on a lesson by lesson basis. Integrated into the Lesson Monitor system, students are now awarded a number that best represents their attitude, effort and application:
 - i. Number Meaning
 - 1 Outstanding progress
 - 2 Progress made as expected
 - 3 Verbal warning issued
 - 4 Written warning 1 issued
 - 5 Written warning 2 – student moved within the class
 - 6 Written warning 3 – student moved to another class and a detention is issued
- b. Teaching staff are expected to regularly review the progress of individuals in lessons through a variety of means. Where students are found to be making good or better progress towards achieving their objectives, a teacher gives them a score of 2 or 1 respectively. If a student causes an interruption to the flow of the learning or teaching within the lesson, a 3 will be issued and the planner taken from that student. Further warnings will be written and actioned according to the guidance in the Behaviour Policy or in the table above.
- c. Each term, a scheme of rewards is available. In addition to attendance and C2P rewards that are administered pastorally, chocolate rewards are also issued by Heads of Department. In the second half of each term a Commitment to Progress reward is launched via assembly or tutorial. Students need to secure a cumulative score that is less than an agreed number to secure their access to the reward which will take place at the start of the following half term.

6. Monitoring and Evaluation

- a. The Academy monitors and evaluates the reward policy through its usual procedures. These involve student tracking, voice samples and the student voice committee comments. Evaluation is ongoing and this policy is seen as a working document that will be amended to suit the needs of the Academy.

APPENDIX C

The Haywood Charter “Relentlessly High Expectations”

a. Below is an example set of behaviours that will result in specific actions within ‘The Haywood Charter’ system. The list is not exhaustive and will constantly be reviewed depending on Academy and student needs.

C2P3	Example Behaviours	Action
In Class	I call out across the room (including reacting to other students’ behaviour) I disrupt the learning of others I am not wearing the correct uniform I don’t have the equipment I need for the lesson I am out of my seat	Verbal Warning (VW) to student Remove the planner from the student (don’t demand the student walks and puts it on your desk Record C2P 3 on SIMS and C2P Tracker and add comment Speak to student at the end of the lesson
C2P4	Example Behaviours	Action
In Class	I repeat any of the behaviours for C2P3 I answer back I continue to distract others I continue to call out I am repeatedly off task	Written Warning (WW) to student Remove the planner from the student (don’t demand the student walks and puts it on your desk Record C2P 4 on SIMS and C2P Tracker and add comment Speak to student at the end of the lesson.
Immediate Or Corridor	I swear I am chewing gum I am late to a lesson (beyond 5 mins walking/prep time) I am rude/argumentative with any adult I am using a mobile phone/ear phones/electronic devices (and immediate confiscation to reception) I am wearing/carrying a hoodie I am not wearing the correct uniform (Form Tutor – AM) I am out of lessons (no pass) I am out of bounds I am wearing a Du-rag	Written Warning (WW) to student
C2P5	Example Behaviours	Action
In Class	I further disrupt the learning of others I continue to be rude/disrespectful I continue to not follow instructions FIRST TIME EVERY TIME Serious misbehaviour	2 nd Written Warning (WW) to student Record C2P 5 on SIMS and C2P Tracker and add comment Move to another seat Alert Inclusion Team to speak to student before further escalation Speak to student at the end of the lesson.
Immediate Or Corridor	Not following a reasonable request at earlier C2P Refusing to hand over a prohibited item	Written Warning (WW) to student Detention Set

C2P6	Example Behaviours	Action
In Class	I ignore the opportunities I have been given to change my behaviour	3 rd Written Warning (WW) to student Record C2P 6 on SIMS and C2P Tracker and add comment Move to another classroom and sit in the 'Move To seat' Speak to student at the end of the lesson Set 30 minute detention – write this in planner and record on SIMS.

Serious Misbehaviour	Example Behaviours	Action
In Class	Persistent disruptive behaviour (10WW) Bullying or harassment Repeated Defiance Swearing (directed and targeted) Fighting Truancy Repeated call-outs Stealing Discriminatory behaviour Vandalism/Graffiti Banned items Serious breach Repeat of high-level behaviours	Student removal to Seclusion Room Student is sent/collected for seclusion. Issue is investigated: Possible sanctions/ combination of sanctions: <ul style="list-style-type: none"> • Time in inclusion room • Internal seclusion • Off-site seclusion • Fixed Term Suspension • Restorative meeting • Statements taken
Corridors or Community	Repeat of High-level Behaviours Serious breach Persistent refusal to conform to the academy expectations Discriminatory behaviour Fighting Extreme defiance (Aggressive behaviour towards/ swearing at a teacher)	