

BEHAVIOUR POLICY (Haywood)

Document Owner: Cath Hazel

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Status: Statutory



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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
3.0	Annual review	June 2023	Complete re-write
3.1	Update to dates	Oct 2023	Version date changed to Academic year 2023/24

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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 create a safe and supportive learning environment in which all members of the school are working together to develop their maximum potential. 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 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 and wider society.
- c. We believe wholeheartedly that ALL students can succeed, and we are committed to ensuring that students develop with us to make better choices that allow all members of the Academy community to grow. Our behaviour policy is designed to allow students to learn, build relationships and supports positive behaviour choices. We believe that respect and good relationships are fundamental pre-requisites of good behaviour, and that where good and positive relationships exist between staff and students then good discipline and behaviour is likely to follow. Students should demonstrate this positive behaviour with peers and therefore also become positive role models. Our behaviour system is based around fostering these positive relationships, de-escalation, restorative practice within a clear framework of high standards.
- d. 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. We expect our students to uphold this standard at all times; both inside and outside of the Academy.
- e. 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 encourage positive behaviour, challenge poor behaviour and follow the Academy guidance on rewards and sanctions.

4. LEGISLATION AND STATUTORY REQUIREMENTS

- a. This policy is based on advice from the Department of Education (DfE) including:
 - i. [Behaviour and discipline in schools](#)
 - ii. [Searching, screening and confiscation at school](#)
 - iii. [Use of reasonable force in schools](#)
 - iv. [Supporting students with medical conditions at school](#)
 - v. [The Equality Act 2010](#)
 - vi. [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 also includes principles from:
 - 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. ROLES AND RESPONSIBILITIES

5.1 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.

5.2 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.

5.3 Senior Leadership Team (SLT)

- a. Formulating the behaviour, rewards and sanctions strategy and analysing the data generated therefrom
- b. Fully upholding the behaviour policy and the actions within it
- c. Support Academy operations to ensure we have a calm and ordered learning environment (duties, patrol, on-call)
- d. Support staff in ensuring the policy is consistently followed and behaviour is well managed
- e. Fully utilise the praise and rewards system.

5.4 Extended Leadership Team (ELT)

- a. Fully upholding the behaviour policy and the actions within it
- b. Respectfully challenge negative behaviour and reward positive behaviour.
- c. Support the staff within their faculties with behaviour management
- d. Take ownership of their zone and monitor behaviour incidents
- e. Liaise with Heads of Year, Year/Inclusion Managers and parents/carers to improve the behaviour of students.

5.5 Performance Leaders (PLs)

- a. Make a major contribution to the strategic priorities of the Academy through the managing of student academic, personal, social and spiritual welfare progress and guidance. In particular through organising tutor time and leading a team of tutors
- b. Plan and deliver a comprehensive system of rewards; including the monitoring and tracking of data and celebration activities
- c. Ensure that students holistic development is developed through tutor time by focusing on attendance, behaviour and inclusion issues
- d. Regularly analyse academic and pastoral data and offer academic mentoring where needed
- e. Work in partnership with the Year/Inclusion Manager, Lead Inclusion Manager and Student Support Centre
- f. Consult and communicate with teachers, heads of faculty, SLT, SENDCO, and Attendance Officer where necessary.

5.6 Year/Inclusion Managers

- a. Support staff in managing the behaviour of those students who do not respond appropriately to the classroom charter expectations.
- b. Facilitate and support sanctions/detentions and collation of behaviour information.
- c. Provide support for students in changing their behaviours.
- d. Track the data and support the attendance and behaviour of students.
- e. Operate as support for students as well as fostering positive behaviour through Restorative Practice and counselling students.
- f. Foster positive links with parents and carers.
- g. Encourage good school attendance.

5.7 Form Tutors

- a. To foster positive relationships
- b. To monitor, challenge and reward the behaviour of the students in their Tutor Group
- c. To pastorally support students through the delivery of Community Time activities
- d. To monitor low level disruptive behaviour through a report card
- e. To encourage high self-esteem through issuing a positive report card.

5.8 Staff

- a. Staff are responsible for:
 - i. Consistently implementing and applying the Behaviour Policy
 - 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 by respectfully challenging inappropriate behaviour
 - v. Regularly recognise and reward positive behaviour and achievement
 - vi. Record student achievement and behaviour on ClassCharts
 - 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.

5.9 Parents/Carers

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

6. AIMS & VISION

- a. Our aim is to create a safe and supportive learning environment in which all members of the school are working together to develop their maximum potential. Our behaviour policy is designed to incorporate our vision and values.

6.1 Our Vision for our Academy is:

OUR COMMUNITY ACHIEVING TOGETHER

- a. We will achieve this by:
 - i. Establishing a positive culture and ethos
 - ii. Having a relentless focus on high standards
 - iii. Educating the whole child to become a successful global citizen

6.2 Our Values for our Academy are:

**Aspire
Respect
Community
Hard Work**

6.3 Our Motto is:

In a world where you can be anything, be kind!

United by our values, we place children and young people first in everything we do

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- a. This is achieved by upholding 'The Haywood Classroom Charter' and encapsulates our principles of:
 - i. Be READY
 - ii. Be RESPECTFUL
 - iii. Be RESPONSIBLE
 - iv. Be HAYWOOD

7. BEHAVIOUR CLIMATE AND EXPECTATIONS

- a. A suitable social/behavioural climate is needed in order to ensure that learning happens and that no time is wasted in lessons. The character traits and expectations that enable this underpin success in life more broadly. Consistency is key to achieving this. Routines and a common language contribute to this, when implemented by a staff working together. Key, also, are positive relationships, which are best maintained within a framework of rewards and consequences that support learning.
- b. Behaviour is learnt and that just as some students find learning difficult, some students need additional support to learn how to behave appropriately in a supportive learning environment. Support strategies that are used with students to make better behaviour choices are:
 - i. Inclusion Managers
 - ii. Heads of Year
 - iii. Student Support Centre
 - iv. Mentors
 - v. Community time and form tutor
 - vi. Lesson planning
 - vii. In-class support
 - viii. Reward system
 - ix. Enrichment activities
 - x. Enrichment days
 - xi. Focus days
 - xii. Charity days
 - xiii. PSHE days
 - xiv. Meet and greet

8. STRATEGIES TO BUILD POSITIVE RELATIONSHIPS

- a. This can be demonstrated by:
 - i. Having a fresh start to each lesson where previous problems are not referred to
 - ii. Supporting students who do not have the skills to vary their language according to the situation that they are in
 - iii. Careful lesson planning which includes a review at the start and end of the lesson
 - iv. Year/Inclusion Managers and Heads of Year working with students and staff to support re-integration and positive relationships through Restorative Practice, counselling and mediation where required. The extended Leadership team will support staff members with behaviour management issues and supervision will be offered to any staff member experiencing particularly upsetting incidents
 - v. Ensuring there is consistency in response to situations and all staff adhere to the principles and policy for positive relationships while accepting that each incident is dealt with on an individual basis taking account of the circumstances and the needs of the student.
 - vi. Embedding good and excellent teaching. This can only take place where the learning environment is conducive to learning and where students, support staff and teachers feel safe and self-esteem is high
 - vii. Having a classroom charter displayed in every faculty area which is adhered to by all
 - viii. Promoting the teaching of good behaviour and ensuring it is done both explicitly and implicitly.
- b. Students will not always behave in the way we may wish. In response to unacceptable behaviour, staff may deploy a range of responses including the issuing of consequences that will serve to deter the student from similar or repeat offending behaviour in the future.

- c. Consequences may be issued in relation to reported incidents that have taken place in a variety of circumstances.
- d. Discipline is applied most effectively at the point at which the problem has arisen. Teachers have a statutory right to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow reasonable instructions. Inappropriate behaviour must be tackled in the first instance by the member of staff. Students are much more likely to respond positively to actions taken by the member of staff where misbehaviour has occurred. 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, address 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.
- e. 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.

9. HAYWOOD CHARTER

Haywood Academy Classroom Charter



Staff and students believe that everyone at Haywood Academy should:

BE READY	<ul style="list-style-type: none">◆ show enthusiasm and positivity◆ be motivated and have high expectations of ourselves and others◆ be ready to learn new things◆ be enthusiastic and be fully prepared for all activities◆ have everything you need to be successful◆ have excellent attendance and punctuality◆ be well presented and smartly dressed◆ show resilience when faced with challenges
BE RESPECTFUL	<ul style="list-style-type: none">◆ have high regard for each other's personal space and privacy◆ take care of the building, equipment, environment and community◆ be polite and considerate◆ be kind to everyone◆ communicate in a calm and polite manner◆ listen carefully to others◆ appreciate others' beliefs and cultures◆ show empathy and maturity
BE RESPONSIBLE	<ul style="list-style-type: none">◆ look after each other◆ complete all work on time and to a high standard◆ be honest and behave well even when no-one is watching◆ be a positive role model◆ represent the Academy in a positive manner◆ recognise that you are responsible for our own actions◆ treat others with fairness and kindness◆ give our full effort in everything we do◆ learn from our mistakes and reflect on all we do

BE HAYWOOD

OUR COMMUNITY, ACHIEVING TOGETHER

Aspire | Respect | Community | Hard Work

10. CLASSROOM CHARTER

Classroom Charter



	STUDENTS	STAFF
BE READY	<p>Arrive at the Academy everyday at 08:35</p> <p>Go straight to Community Time</p> <p>Have a bag, books, pen and all stationery for lessons</p> <p>Wear full Academy uniform</p> <p>Turn off all mobile phones/devices and put them in your bag</p> <p>Be punctual to every lesson</p> <p>Complete 'DO NOW' learning activity as soon as my teacher directs me to.</p> <p>Sit in my allocated seat</p>	<p>Meet and greet students positively at the classroom door</p> <p>Start and end lessons on time</p> <p>Be prepared for all lessons</p> <p>Keep classrooms neat and tidy</p> <p>Provide work for any students who are absent</p> <p>End and send students positively at the classroom door</p> <p>Issue a Golden Ticket every lesson</p> <p>Check welfare briefing</p>
BE RESPECTFUL	<p>Speak and behave in a respectful way to staff and each other</p> <p>Politely respond to a teacher and answer questions</p> <p>Be polite, kind and use manners</p> <p>Enter a classroom calmly, silently and stand behind chairs</p> <p>Follow instructions of all staff</p> <p>Raise a hand when answering a question or when help is needed</p> <p>Remain seated at all times and actively listen.</p> <p>Do not shout out</p> <p>Speak or talk ONLY when directed to do so</p>	<p>Be a role model - speak and treat all students with kindness, respect, care and warmth</p> <p>Consistently apply and record any positive and negative incidents</p> <p>Willingly accept any students that return to lesson</p> <p>Provide students with a fresh start every lesson</p> <p>Use every opportunity to reward students for their attitude, effort and hard work</p> <p>Give students the opportunity to restore a poor choice</p>
BE RESPONSIBLE	<p>Engage with all aspects of your learning</p> <p>Strive to be the best you can be through a positive attitude and be determined not to give up</p> <p>Take pride in your work</p> <p>Support one another to be the best</p> <p>Show pride in our Academy at all times</p>	<p>Provide well structured, sequenced and engaging lessons</p> <p>Consistently award positive and negative Class Chart points</p> <p>Ensure students are given opportunities to redeem negative behaviours</p> <p>Encourage students to make better choices</p> <p>Provide feedback to help students make progress</p> <p>Provide support for students to ensure they can access their learning</p> <p>Uphold high expectations at all times</p> <p>Engage in restorative practices to support students making better choices</p>

BE HAYWOOD

OUR COMMUNITY, ACHIEVING TOGETHER

Aspire | Respect | Community | Hard Work

11. REWARDS AND PRAISE

- a. Our policy is grounded in a rewards-based approach.
- b. Success is celebrated as often as possible.
- c. Every member of staff is expected to praise regularly in class and recognise pupils exhibiting our school values.
- d. We will give every child a chance of being rewarded.
- e. Students are rewarded through Class Charts by every member of staff but each faculty/year team will also use the following methods:

Faculty Teams	Pastoral Teams
<ul style="list-style-type: none"> • Class Charts points • Golden Ticket every lesson • Faculty Postcard – student of the week • Faculty positive calls home to parents/ carers – 1 per week per staff • Faculty 'Proud of You' Notice board – updated fortnightly • Termly Achievement Assembly nominations • Awards Evening nominations – Summer Term 	<ul style="list-style-type: none"> • ClassCharts points • Pastoral Postcard – student of the week • Pastoral positive calls home to parents/ carers – 3 per week • Fabulous Friday recognition • Head of Year Assembly 'Shout-Outs' • Head of Year Awards – every half-term • Achievement Assembly – every term • Awards evening nominations – Summer Term • Termly Attendance Draw • Nominations for Principal Award • Nominations for CEO Award

- f. Every lesson, staff are expected to award a student a Golden Ticket for their positive attitude, work ethic and progress. This is to be recorded on ClassCharts so students accrue the points. Staff should endeavour to use the ratio of 20:1 for praise and consequence in a lesson. For every negative class chart point, 20 positives should be given to students.
- g. Students can then select their choice of reward from the ClassCharts Rewards shop.
- h. 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.
- i. This is a data driven process that is underpinned by:
 - i. Weekly pastoral meetings
 - ii. Initiating report based processes early to ensure suspension is a last resort
 - iii. Use of inclusion team for support/intervention/mentoring.

12. SANCTIONS AND CONSEQUENCES

a. A system of rewards and consequences exists to promote a positive culture within the Academy, we want to develop a culture of self-discipline, resilience and increase the responsibility of students for their own behaviour. We will reward good behaviour as well as challenge poor behaviour.

12.1 Detention System

- a. The Academy will operate a detention system.
- b. Students will receive one verbal reminder from the member of staff (for low level disruption) before escalating on to the Consequence Ladder.
- c. An automatic 15 minute detention will be given for the following:
 - i. being late to school
 - ii. being late to a lesson
- d. These detentions will take place at 3:00pm in Café Life. Students will receive points for attendance.
- e. For in-class behaviours, class teachers will set 30 minute detentions for:
 - i. continued disruption of learning
 - ii. continued lack of work
 - iii. failure to complete homework/coursework
- f. If students arrive after 9:30am, the Year/Inclusion Managers will arrange for late detention but will also contact home and plan appropriate intervention to stop reoccurrence.
- g. Students who receive more than one detention on a single day will serve a 1-hour detention as agreed with Year Manager.
- h. Serious incidents will be referred to Heads of Year or SLT and will result in students being placed on the consequence ladder leading to alternative provision or suspensions.

12.2 The Consequence Ladder

- a. Students who behave in an unacceptable way will be addressed in line with the consequence ladder. The consequence ladder progresses in clear steps which could lead to a permanent exclusion. Steps can be repeated if the student has not shown improvement in behaviour over a suitable period of time. **Please note for serious/repeat incidents the consequence ladder steps do not follow in sequence.**
- b. There are a number of steps and interventions that are taken before students are placed on the consequence ladder and at each step of the consequence ladder.
- c. Meetings, letters and phone calls from Year Manager to parents/carers to discuss concerns such as smoking, truanting, leaving school premises without permission, graffiti and damage to school building, litter, low level disruption, punctuality to lessons, homework concerns, chewing etc.
- d. Pupils will also receive support such as:
 - i. On Report (Reports for attendance, general behaviour, punctuality, department) to improve in areas mentioned above. Reports will be monitored and tracked by Form Tutors/ Subject Staff/Year Managers / Performance Leaders/SLT. Individual Action Plans to address and support behaviour will be put into action and discussed with parents.
 - ii. Students may require support from the Academy such as the SEND team and/or outside agencies. A managed move may also be considered.
 - iii. However, for students who behave in a way which is not acceptable (despite the support above) there needs to be a step-by-step process as highlighted by the consequence ladder.

Verbal Reminder	Private verbal reminder given for any student not meeting classroom expectations (Classroom Charter) Student reminded that they can recover from this reminder with a positive action (e.g. working hard, answering questions)
C1	If poor behaviour continues and the learning of others is affected, a C1 will be issued. Student reminded that they can recover from this reminder with a positive action (e.g. working hard, answering questions)
C2	If a student's behaviour continues to disrupt the learning of the class, a C2 will be issued. The teacher will speak privately to the student and move seats. The student will complete a brief restorative conversation at the end of the lesson in readiness for the next lesson. The classroom teacher will record the C2 on ClassCharts.
C3	If the behaviour of the student further disrupts the learning in the classroom, the teacher will alert the inclusion team to remove the student (On-call) to another classroom within the faculty. The teacher will record a C3 on ClassCharts which will automatically generate a 30 minute detention. The student must return to the teacher at the end of the lesson for a restorative conversation ready for a fresh start the following lesson.
C4	Issued for persistent disruption to learning in the same subject, truancy, aggressive behaviour or failure to attend a C3 detention C4 will also be issued for one-off rude/defiant behaviours such as interrupting learning of others around the Academy, walking out of lesson without permission, persistent rudeness, back chat, walking away from a member of staff when being reprimanded, disruption of the move room or defiance
C5	For more serious incidents, 1 day internal exclusion will be used if a student fails to respond positively to the interventions set by the inclusion team or for serious incidents.
C6	2-5 day internal exclusion/off-site provision will be used if a student continues to fail previous consequences or for one-off serious incidents.
C7 (see below)	Fixed-term suspensions are used only for serious incidents where a C4-6 is not appropriate or students have failed to adjust their behaviour accordingly
C8 (see below)	A permanent exclusion is a last resort when all other avenues have been exhausted. A permanent exclusion will be issued for extremely serious incidents where a fixed term suspension is not appropriate such as aggressive behaviour likely to cause continued danger to Academy students, staff or property, a drug or weapon related offence or a history of several suspensions demonstrating that the student is unable to adhere to the Academy standards of behaviour.

12.2.1 C7 Fixed Term Suspension

- a. The Academy will follow procedures laid down in DfE guidance with regard to good practice if a student is issued a fixed-term suspension. Parents/carers will be informed without delay along with, if the child is under children services, the social worker and/or virtual headteacher if the child is looked after or if a child is to be suspended.
- b. If a student receives more than 15.5 days of suspension in any one term, a disciplinary committee of governors will meet to discuss the student's behaviour and the suspensions issued. The parent/carer/social worker or virtual headteacher if the student is looked after will be invited to attend this meeting.
- c. Restorative Justice will take place following a suspension if appropriate. A meeting may also be reconvened to consider and assess the next steps to avoid further escalation of behaviour and sanctions.
- d. A suspension over 5 days will trigger 6th-day provision of education. This will be completed in an agreed location (this may be off-site). A child in care receiving a suspension will complete their suspension period in one of the Trust academies. Teachers will set and mark suspended students' work. This work will be set on the google classroom.
- e. A post suspension parent meeting will be organised so that a reintegration strategy can be organised that offers a child a fresh start. It is important that the child may need a renewed sense of belonging. Students are only suspended when the student's behaviour constitutes such a serious challenge to the good order of the Academy that other consequences are not sufficient. Some examples of this behaviour are:
 - i. Persistent disruptive behaviour
 - ii. Physical aggression
 - iii. Verbal abuse to adults (without restorative practice)
 - iv. Dangerous behaviour that puts themselves or others at risk
 - v. Malicious allegations against staff
 - vi. Theft, graffiti or vandalism
 - vii. Persistent intimidation and aggression towards staff or students
 - viii. Inappropriate physical contact with staff or students
 - ix. Sexual harassment
- f. All fixed-term suspensions or permanent exclusion are put into effect strictly within the terms set out in current educational law.

12.2.2 C8 Permanent Exclusion

- a. A permanent exclusion is our last resort when all other avenues have been exhausted. A permanent exclusion is when a student is no longer allowed to attend the Academy (unless the student is reinstated). The decision to exclude a student permanently will only be taken:
 - i. in response to a serious breach or persistent breaches of the Academy's behaviour policy; and
 - ii. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or students in the Academy.
- b. Only the Principal can issue a Permanent Exclusion. If the Principal is off-site, he/she must be contacted immediately where a permanent exclusion is in the range of reasonable responses to a behavioural incident. No decision must be taken without the Principal first having been contacted. If the Principal is unwell or absent for any reason that renders him/her incapable of exercising his decision making power, the Vice Principal/CLT Director of Inclusion will act in his/her place. Following a permanent exclusion, the Local Authority are informed immediately and a panel of governors will meet to confirm or overturn the permanent exclusion. Parents/carers must be informed without delay and a letter/email must be sent providing up-to-date links to sources of impartial advice.
- c. When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen. The Principal must take account of their legal duty of care when sending a pupil home following an exclusion.
- d. Principals may cancel a permanent exclusion that has not been reviewed by governors. All withdrawn Permanent Exclusions must be reported to the Academy Local Governing Committee, parents/carers, local authority and if relevant, social worker and virtual headteacher.

- e. Staff need to set and mark work for permanently excluded children for 5 days.
- f. Data on permanent exclusions and fixed term suspensions is used by OFSTED as a measure of success for schools and as such a permanent exclusion is a very serious sanction which is applied sparingly.
- g. The Academy follows both the Local Authority and Trust protocols for permanent exclusion and may implement a 'managed move' to another education establishment if deemed appropriate.

13. SAFEGUARDING

- a. If the behaviour of a student gives cause to suspect that a child is suffering, or is likely to suffer, significant harm or if a student is exhibiting harmful behaviours Academy staff must follow the Academy Safeguarding policy and local safeguarding children's board procedures.
- b. Allegations of bullying/child-on-child abuse are dealt with under the anti-bullying policy (see below). 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. Bullying is, therefore:
 - i. Deliberately hurtful
 - ii. Repeated, often over a period of time
 - iii. Difficult to defend against
- c. Students are encouraged to speak to any member of staff but the role of a staff member is paramount in supporting a child. Following a bullying incident being reported, the safeguarding team will complete an investigation using the statutory guidance.
- d. Whole school strategies are implemented to prevent bullying ranging from assemblies which have termly themes, through PSHE sessions and days, visiting speakers as well as activities delivered within community time. Allegations of sexual harassment and sexual violence (SHSV) will be dealt with in accordance to the Academy Safeguarding policy and Keeping Children Safe in Education Part 5. SHSV is taken seriously and verbal sexual harassment incidents are not passed off as banter. Allegations of any discriminatory behaviour will be investigated swiftly. Bullying/child-on-child abuse, SHSV and any discriminatory incidents will be recorded separately in order to further analyse patterns, people and places.
- e. The Academy is fully aware that children can abuse other children.

14. STUDENT BEHAVIOUR OFF-SITE

- a. Our policy on Academy discipline and student behaviour also sets high expectations for positive behaviour off the Academy site.
- b. The Academy will act reasonably both in relation to expectations of student behaviour, and in relation to any measures determined for regulating behaviour by students, when off the Academy site and not under the lawful control or charge of an Academy staff member. The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every Incident):
 - i. The severity of the misbehaviour
 - ii. The extent to which the reputation of the Academy has been affected.
 - iii. The extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying, physical or verbal).
 - iv. Whether the misbehaviour was while the student was on work experience, taking part in a further education course as part of an Academy programme, or participating in a sports event with another Academy or school (i.e. when the student might be expected to act as an ambassador for the Academy), which might affect the chance of opportunities being offered to other students in the future.
- c. The Academy may discuss policies relating to offsite behaviour with local groups such as Neighbourhood Watch, retail staff, street wardens and police to establish clear communication routes and operational strategies. This is often an effective way to manage complaints by individuals in the community.

15. 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 proforma detailing 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 3.00pm 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, the following items (included but not limited to) are prohibited:
 - i. Energy drinks
 - ii. Chewing gum
 - iii. Laser pens
 - iv. Aerosols
 - v. Knives or weapons
 - vi. Imitation or replica items
 - vii. Alcohol
 - viii. Illegal drugs
 - ix. Stolen items
 - x. Tobacco and/or cigarette papers
 - xi. Vapes and/or any other smoking paraphernalia
 - xii. Fireworks
 - xiii. Pornographic images
 - xiv. 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 student)
- e. 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 and further actions take. As banned substances, both energy drinks and chewing gum will be disposed of and not returned.
- f. If a student refuses to hand over the items, they will be referred by the consequence system to internal exclusion for defiance.

16. POWER TO SEARCH

- a. The Academy will follow the DfE guidance: Searching, screening and confiscation – advice for headteachers, staff and governing bodies. Force cannot be used to search for items banned under the school rules. However, the Academy recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are detailed above.
- b. The Academy recognises that a teacher has the right to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. (section 94 of the Education and Inspections act 2006).

17. USE OF REASONABLE FORCE

- a. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. The use of reasonable force is based upon the following principles:
 - i. Physical intervention should be used only as a last resort when other appropriate strategies have failed
 - ii. Any physical contact should only be the minimum required
 - iii. Physical intervention must be used in ways that maintain the safety and dignity of all concerned
 - iv. Incidents must be recorded and reported to the Principal as soon as possible
 - v. Parents will be informed of each incident.
- b. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all students' safety and wellbeing. We aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach we therefore believe that the use of reasonable force is only necessary to prevent a student from:
 - i. Committing a criminal offence
 - ii. Injuring themselves or others
 - iii. Causing damage to property including their own
 - iv. Engaging in any behaviour prejudicial to maintaining good order and discipline at the Academy or among any of its students, whether that behaviour occurs in the classroom during a teaching session or elsewhere.
- c. The Academy can use reasonable force to remove disruptive children from the classroom where they have refused to follow an instruction to do so. However, if a student refuses to leave a classroom on a C3, call for a Head of Faculty or a Year Manager. De-escalation processes would ideally be used to ensure a student makes a better choice. Moving a class away from the student may also encourage a student to follow instructions. Only when all other options have been tried and failed, then reasonable use of force will be used by the relevant trained staff to remove a student from a lesson.
- d. All adults employed on site are empowered to restrain. However, the use of restraint should always be a last resort. In all circumstances help must be sent for, even when immediate intervention is necessary. Where restraint has been necessary, the incident must be reported to the Principal as soon as possible. In the instance that the Principal has found the use of restraint necessary this is to be reported to the Chair of Governors.
- e. The Academy accepts and understands that in accordance with the law corporal punishment is forbidden. Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allows the student to regain self-control. It should never take a form which could be seen as punishment.

APPENDIX A

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. Disrespectful attitude towards peers or staff
 - iv. Incorrect uniform
- c. Serious misbehaviour is defined as:
 - i. Repeated breaches of 'The Haywood Charter'
 - ii. Any form of bullying
 - iii. Sexual violence
 - 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
 - v. Vandalism
 - vi. Theft
 - vii. Fighting
 - viii. Smoking and/or vaping
 - ix. Racist, sexual, homophobic discriminatory behaviour
 - x. Possession of any prohibited items. These are:
 - Energy drinks
 - Chewing gum
 - Laser pens
 - Aerosols
 - Knives or weapons
 - Imitation or replica items
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and/or cigarette papers
 - Vapes and/or any other smoking paraphernalia
 - Fireworks
 - Pornographic images
 - 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)

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.
- e. Students, parents/carers and staff can report incidents of bullying to any member of staff
- f. The safeguarding team will 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
- g. We record, analyse and monitor incidents of bullying via our safeguarding software, CPOMS.
- h. Please refer to Anti-bullying Policy for full details.

APPENDIX B

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. Child on child abuse will also be considered as a form of 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.
- d. Disciplinary purposes intend to:
 - i. Impress upon the perpetrator that what they have done is unacceptable
 - ii. Deter them from repeating this behaviour
 - iii. Signal to other students that the behaviour is unacceptable and deter them from doing it.

- e. 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.
- f. Engage with parents promptly when issues of bullying come to light, whether their child is the victim or the perpetrator.
- g. Restorative Justice holds the perpetrator to recognise the impact of their behaviour and allows them to repair relationships with others.
- h. Mediation and resolution, following investigation and relevant sanctions, should be offered to the victim and perpetrator and staffed to support closure to the incident.
- i. 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 C

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. ClassCharts points
 - ii. Golden ticket per lesson, per student
 - iii. Verbal praise publicly or privately
 - iv. Congratulations in assembly
 - v. Written praise, for example in planners, exercise books or letters home to parents / carers.
 - vi. Referral for praise to Heads of Department, Performance Leaders, Senior Leaders
 - vii. Use of the Praise Postcard and a praise meeting with the Principal.
 - viii. Use of the Principal's Award
 - ix. Specific privileges determined by the individual
 - x. Displays of work
- 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 reward on ClassCharts. If a student causes an interruption to the flow of the learning or teaching within the lesson, a reminder will be given. Further warnings will be recorded in accordance with the guidance in the Behaviour Policy.
- c. Each term, a scheme of rewards is available. In addition to attendance and ClassCharts rewards that are administered pastorally, rewards are also issued by Performance Leaders.

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.