



Behaviour Policy

Dream - Believe - Achieve

BEHAVIOUR POLICY (Haywood)

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1. POLICY STATEMENT

- 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.

2. COMPLIANCE AND IMPLEMENTATION

- a. Haywood Academy is a diverse environment that is proud to represent the community it serves. It is the home of approximately 1084 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 support 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 Way'. 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.

3. LEGISLATION AND STATUTORY REQUIREMENTS

- 6. 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](#)
- 7. It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
- 8. 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
- 9. This policy complies with our funding agreement and articles of association.

4. ROLES AND RESPONSIBILITIES

4.1 The Local Governing Committee

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

4.2 The Principal

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

4.3 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, 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.

4.4 Extended Leadership Team

- a. Fully upholding the behaviour policy and the actions within relevant areas of leadership
- b. Analyse the data generated from their area and action accordingly
- c. Respectfully challenge negative behaviour and reward positive behaviour
- d. Support the staff within their areas with behaviour management
- e. Take ownership of their area and monitor behaviour incidents
- f. Liaise with Performance Leaders, Year Leaders and parents/carers to improve the behaviour of students.

4.5 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 community time and leading a team of tutors
- b. Plan and deliver comprehensive system of rewards; including monitoring & tracking data and celebration activities
- c. Ensure students holistic development is developed through community time by focusing on attendance, behaviour and inclusion issues
- d. Regularly analyse academic and pastoral data and offer mentoring where needed
- e. Work in partnership with the Year Leaders and WISH
- f. Consult and communicate with teachers, heads of faculty, SLT, SENDCO, and Attendance Officer where necessary.

4.6 Year Leaders

- 7. Support staff in managing the behaviour of those students who do not respond appropriately to 'The Haywood Way' expectations
- h. Facilitate and support sanctions/detentions and collation of behaviour data
- i. Provide support for students in changing their behaviours
- j. Track the data and support the attendance and behaviour of students
- k. Operate as support for students as well as fostering positive behaviour through Restorative Practice and counselling students
- l. Foster positive links with parents and carers
- m. Provide intervention and targeted support for key students (right support at the right time)
- n. Encourage good school attendance.

4.7 Form Tutors

- a. To foster positive relationships
- b. To monitor, challenge and reward the behaviour of the students in their Tutor group
- c. To monitor, challenge and reward the attendance of students in their Tutor group
- d. To pastorally support students through the delivery of Community time activities
- e. To monitor low level disruptive behaviour and actions to improve.
- f. To encourage high self-esteem through issuing a positive report card
- g. To offer targeted support for students when needed (right support at the right time).

4.8 Staff

Staff are responsible for:

- a. Consistently implementing and applying the behaviour policy
- b. Modelling positive behaviours
- c. Providing a personalised approach to the specific behavioural needs of particular students
- d. Support and reinforce 'The Haywood Way' within their classrooms and around the Academy by respectfully challenging inappropriate behaviour
- e. Regularly recognise and reward positive behaviour and achievement
- f. Record student achievement and behaviour on Arbor
- g. Telephone and meet parents/carers to make them aware of positive, negative behaviour and academic achievement
- h. Actively support Academy policies and procedures
- i. Plan and deliver lessons to engage and facilitate the learning, progress and attainment of all students.

4.9 Parents/Carers

Parents/carers are expected to:

- a. Support their child in adhering to 'The Haywood Way' and behaviour policy
- b. Support high attendance and punctuality
- c. Support in school interventions
- d. Communicate and engage regularly with the Academy for the best outcomes of pupils
- e. Inform the Academy of any changes in circumstances that may affect their child's behaviour
- f. Discuss any welfare concerns with Academy staff promptly
- g. Accept the role of the Academy in supporting all students through its decision making process, approaches, rules and regulations (this includes rewards and sanctions).

8. VISION AND ETHOS

- a. At Haywood Academy, we 'encourage children to dream, believe and achieve' through offering our pupils a forward thinking and innovative curriculum. All pupils are encouraged to hold the highest expectations of themselves and our staff will motivate and challenge each child to reach their full potential.
- b. We want Haywood Academy to be a learning community where education is viewed enthusiastically as a lifetime journey which has already started and will continue beyond us.
- c. We also want our academy to be a place where a child can be secure and happy whatever social pressures exist outside. The responsibility for creating that environment is a responsibility we take very seriously.

5.1 Our aims are:

- a. To provide a broad, varied and well-balanced curriculum which nurtures and develops the potential of each child
- b. To foster caring attitudes which ensures each individual feels confident, secure, valued and respected by others
- c. To create a stimulating environment which encourages enthusiasm for learning and promotes an expectation of high standards
- d. To cultivate a kindness culture so that students become thoughtful and happy learners
- e. To promote a successful partnership between home, school and the wider community
- f. Our vision is driven by our motto. We expect our students to have dreams and goals that they will work their hardest to achieve
- g. Our motto for the Academy is:

Dream - Believe - Achieve

- h. Our Academy rules:

9. 'The Haywood Way' underpins our behaviour policy and is the core foundation to achieve our motto. The fundamental part of this are our three rules (3Rs):

Ready - Respectful - Responsible

6. 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. Year Leaders | ix. Arbor (rewards and recognition) | xiv. Enrichment activities |
| ii. Performance Leaders | x. Mentors | xv. Enrichment days |
| iii. WISH | xi. Community time and form tutor | xvi. Focus days |
| iv. Restore | xii. Lesson planning | xvii. Charity days |
| v. Reflection | xiii. In-class support | xviii. PSHE days |
| vi. Thrive | | xix. Meet and greet |
| vii. Rise | | |
| viii. Serenity | | |

7. STRATEGIES TO BUILD POSITIVE RELATIONSHIPS

3. 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. Public praise, private reprimand
 - v. Year Leaders and Performance Leaders 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
 - vi. 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
 - vii. 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
 - viii. Having 'The Haywood Way' displayed in every area which is adhered to by all
 - ix. Promoting the teaching of good behaviour and ensuring it is done both explicitly and implicitly.
 - x. Ensuring all staff are actively involved in the welfare and care of students and regularly reward positive behaviour as well as address negative behaviour
 - xi. To seek and use the staff from the WISH team to support and improve working relationships.
4. 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.
5. Consequences may be issued in relation to reported incidents that have taken place in a variety of circumstances.
6. 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.
7. Staff should avoid the following reactions, all of which have been shown to lead to deterioration in good behaviour:
 - i. Shouting at students
 2. Humiliating students
 3. Over-reaction
 4. Criticising a person rather than their behaviour
 5. Blanket punishments
 6. Over punishment
 7. Making threats.

THE HAYWOOD WAY

The Haywood Way

Dream - Believe - Achieve



BE READY

- 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

- 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

- 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

8. 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 Arbor by every member of staff but each faculty/year team will also use the following methods:

Faculty Teams	Pastoral Teams
• Arbor points • Class stamps and stickers • Tiered badges; bronze, silver and gold • Nominations for Faculty award • Faculty Leader Boards • Faculty Postcard – student of the week • Faculty positive calls home to parents/carers • Termly achievement assembly nominations • Awards evening nominations – Summer Term	• Arbor points • Student of the week • Positive phone calls home to parents/carers • Fabulous Friday recognition through Form Tutors • Performance Leaders Assembly 'Shout-Outs' • Performance Leaders Awards – every half-term • Achievement Assembly – every term • Awards evening nominations – Summer Term • Termly Attendance Draw • Nominations for Principal Award

6. Every lesson, staff are expected to award a student a 'meeting expectations' positive point for their positive attitude, work ethic and progress. This is to be recorded on Arbor 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.
7. Students can then select their choice of reward from the Arbor Rewards. Students are always nominated for end of half term rewards/termly rewards
8. 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.
9. This is a data driven process that is underpinned by:
 - i. Fortnightly pastoral meetings
 - ii. Fortnightly meetings with Inclusion Managers/Year Leads
 - iii. Initiating report based processes
 - iv. Use of pastoral team for support/intervention/mentoring.

9. Sanctions & 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.

9.1 Restorative System

- a. The Academy will operate a restorative system. This is an opportunity for students to accept responsibility for their actions and use this time to address what they should do to improve their behaviour.

The following teacher restorative/ detentions and sanctions will be used for students who are late to lesson/school:

9.2 Late to School

- a. An automatic 15 minute detention teacher restorative will be given to students on that same

day/evening. This will take place in Restore after school for 30 minutes, or with Form Tutor during social time.

9.2.2. Late to Lesson

- a. **P1, P4, and P6:** Any arrival after the lesson start bell will be considered late.
- b. **P2, P3 and P5:** Any arrival more than 5 minutes after the lesson start time (to allow for lesson changeover) will be considered late.
- c. A Level 2 Teacher Restorative will be issued by subject staff and must be completed at the next available period. Teacher restoratives set by classroom teachers will be completed with the classroom teacher. Where a teacher restorative is to be completed in a different location, the change of venue must be recorded on Arbor.

9.3 Persistent Lateness

- a. For students who are repeatedly late to school or lessons, parents/carers will be informed. Students will also be placed on a weekly monitoring report until there is a significant improvement in their punctuality.
- b. For students who are repeatedly late to school and repeatedly late to lessons, parents/carers will be sent a warning letter regarding their child's lateness. If the lateness continues, parents/carers could be issued with a fine.

9.4 The following teacher restoratives and sanctions will be used for students who disrupt the learning of other students in/around the Academy:

- a. Students will receive a verbal reminder from the member of staff (for low level disruption) before escalating any sanctions as per the Levels of behaviour. This is an opportunity for students to change their behaviour before any further sanctions/detentions are issued. Students can receive repeated Verbal reminders in an attempt to refocus the student.
- b. For in-class behaviours, where children have escalated to Level 1, a Level 1 behaviour point will be issued and recorded on Arbor. Students are reminded that they can recover from this with a positive action (e.g. working hard, answering questions). The teacher will speak privately to the student about their behaviour in the form of a restorative conversation and what they need to do to improve it (e.g. completing work as instructed, listening to instructions, answering questions, re-focus). Staff intervention at this stage is crucial in making the student successful in the lesson and for the student to remain in the lesson. Students can be issued more than one Level 1.
- c. If poor behaviour continues and the learning of others is affected it will escalate to a Level 2 behaviour. The teacher will speak privately to the student outside of the classroom about their behaviour in the form of a restorative conversation and what they need to do to improve it. A 'teacher restorative' (detention) will be issued, and the student will remain in the lesson. Students can be issued more than one Level 2 for repeated and different breaches of conduct.
- d. When a staff member has repeatedly tried different intervention strategies and there is further disruption to the learning of others, the teacher will issue a Level 3 and the student will be collected and taken to Restore (MA1) they will remain in Restore until after their social time.
 - I. If a student fails to attend their detentions and these build up, students will be expected to lose their social time or this could lead to the child spending some time in Reflection 08:40-4:00pm
 - II. Academy staff are actively encouraged to use phone calls home as much as possible to ensure parents/carers are fully aware of any reasons for detentions.

9.5 Behaviour levels and types of behaviour

Behaviour Level	Types of Behaviour	Actions	Intervention?
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Positive Level 1 Meeting expectations	Meeting expectations	Arbor 1 positive point to be issued every lesson for all students who are meeting expectations	- Meeting expectations - Arrive on time, dressed appropriately - Completes the required work - Speak politely, kindly and respectfully You can issue multiple level 1's in a lesson
Positive Level 2 Excellent classroom contributions	Excellent classroom contributions	Arbor 2 positive points issued for further excellent contributions in class	- Helpful to students - Helpful to teacher - Good contributions to class discussion / group work - Completes extension tasks - Works to a high standard - Fantastic presentation of work - Tries something new - Overcoming barriers - Picks up a new skill they found difficult - Reading aloud You can issue multiple level 2's in a lesson
Positive Level 3 Golden ticket for outstanding contributions	Outstanding contributions in class and/or at home	Arbor 3 positive points issued and an automatic email will be sent home to parents via Arbor	- Stands out from the rest of the class - Attends after school club - Volunteers to support school events - Presents something in class - Performing in class - Using their work as a modelled example to others - Showing perseverance - Being an outstanding community member - Exceeding expectations in assessments - Regularly completing homework to high standards - Regularly completing 100% weekly attendance Only 1 level 3 to be issued per student at a time.
Positive Level 4 Special awards and recognition	Special award and recognition Issued by FTs PLs, WISH Team, The Principal	Arbor 4 positive points issued and an automatic email will be sent home to parents via Arbor	- Top 5 students weekly for their behaviour - Academic achievements - Nominations from teachers, WISH team for making positive changes and improvements to both behaviour and academic excellence - Principal awards - Doing the right thing all day every day Only 1 level 4 to be issued per student at a time

Level 1 Behaviour Not meeting Expectations	Low level disruption Lack of effort/progress No Equipment Incorrect Uniform Chewing gum No homework Swearing indirectly within the classroom	Arbor 1 negative Point issued. Speak to the student privately, discuss their behaviour in the form of a restorative conversation and	- Verbal warning (no need to record Level 1 straight away) - First correction; addressing uniform infringements, not completing the do it now activity, being off task, not completing work, not sitting in the right place etc (no need record a Level 1 on Arbor at the first instance).
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		explain what they need to do to improve it. “Tell me what the issue is so I can help you to resolve it”	• Give the student take up time for correction or regulation. • Move the child causing disruption • Amend the seating plan • Provide adapted materials to the student causing the disturbance • Check for understanding • Check you have followed the advice and adapt if not; SEND profile, behaviour plan, behaviour passport Students can pick up multiple Level 1s providing that you have put some intervention in place to help them be successful.
Level 2 Behaviour and/or Persistent Disruptive Behaviour	Late Truancy Persistent disruptive, behaviour, Inappropriate language- swearing Indirect Dangerous behaviour Defiance Students can pick up more than 1 Level 2	Arbor 2 negative points issued on Arbor. ‘Teacher restorative’ this will be completed with the teacher or in the department “I wanted to take some time with you to reflect on what you think is going wrong here?” “What do we need to do to put things right”	• Verbalise your expectations in a calm, regulated manner and explain the next steps. You would like the child to take. • Give the student further take up time for correction or regulation. • Have a private conversation with the child at the side of the classroom, verbalise your expectations. • Amend the seating plan • Provide adapted materials to the student causing the disturbance • Check for understanding • Check you have followed the advice and adapt if not; SEND profile, behaviour plan, behaviour passport Students can pick up multiple Level 2s providing that you have put some intervention in place to help them be successful.
Level 3 - Lesson Removal to Restore and ‘teacher restorative’ Or Level 3 Truancy	Truancy Defiance Persistent disruption Any other misconduct and inappropriate behaviour Dangerous behaviour which is impacting others	Arbor 3 Negative points issued on Arbor. A member of the inclusion team will respond. They will speak with the child outside of the classroom. If appropriate the students might be re-set into the lesson, or they may be removed to Restore (MA1) They will lose their social time the same day.	• Repeatedly tried different intervention strategies and there is further disruption to the learning of others • A conversation takes place with the inclusion staff member and the student. They will discuss the work and what has been done, what has led to the removal, the student will be asked to bring their book/work outside of the classroom. • Students who are taken to the removal room MUST be sent with work. • Staff to come up to Restore during social time and complete a restorative • Student will complete a reflection booklet; this will be returned to the teacher who removed asked for them to be removed. • Repeated Level 3 behaviours would require parent contact and further intervention. • Subject reports • Subject Lead support

Level 4 – Reflection	Damage/Vandalism Verbal Abuse staff Inappropriate Language-swearing direct at staff Physical assault Possession of prohibited items: Sexual misconduct* Harmful sexual behaviour Racial incident Homophobic incident child-on-child abuse	Arbor Please provide the narrative in the notes section. This will be copied over to CPOMS by the inclusion team. All incidents at this level will be Reflection	- Record all information on Arbor - Student will be collected *If the information you are recording is sensitive information (such as sexual assault)- this needs to be put on to CPOMS directly and report as per the KCSIE guidance, in this instance add see CPOMS in the narrative section on Arbor.
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10. BEHAVIOUR ESCALATION

- c. Students who behave in an unacceptable way will be addressed in line with the policy. The levels of behaviour progress in clear steps which could lead to a permanent exclusion. Stages can be repeated if the student has not shown improvement in behaviour over a suitable period of time. Please note for serious/repeated incidents the consequence stages do not follow in sequence.
- d. Meetings, letters and phone calls from Year Leaders/Performance Leader to parents/carers to discuss persistent and repeated concerns such as smoking/vaping, truanting, leaving school premises without permission, graffiti and damage to school building, litter, low level disruption, punctuality to lessons, homework concerns, chewing etc.
- e. Pupils will also receive support such as:
 - a. 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 Leaders/Performance Leaders/ SLT. Individual Behaviour Plans to address and support behaviour will be put into action and discussed with parents.
 - b. Students may require support from the Academy such as the SEND team and/or outside agencies. An off-site reflection or direction may also be considered.
 - c. 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 stages.

BEHAVIOUR ESCALATION

Students who behave in an unacceptable way will be addressed in line with the policy. The Levels /stages of behaviour progress in clear steps which could lead to a permanent exclusion. Stages 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 stages do not follow in sequence.

10.1 Levels of Behaviour

Level 1 Behaviour	(The old Verbal reminder and C1) Verbal reminders are given for any student not meeting classroom expectations (The Haywood Way) Students are reminded that they can recover from this with a positive action (e.g. working hard, answering questions). If poor behaviour continues and the learning of others is affected, a Level 1 behaviour Point will be issued and recorded on Arbor. The teacher will speak privately to the student about their behaviour in the form of a restorative conversation and what they need to do to improve it (e.g. completing work as instructed, listening to instructions, answering questions, re-focus). Staff intervention at this stage is crucial in making the student successful in the lesson and for the student to remain in the lesson. Students can be issued more than one Level 1
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Level 2 Behaviour Teacher restorative (detention)	If a student's behaviour continues to disrupt the learning of the class, a Level 2 behaviour will be issued and recorded on Arbor. The teacher will speak privately to the student outside of the classroom about their behaviour in the form of a restorative conversation and what they need to do to improve it. A 15 minute 'teacher restorative' (detention) will be issued, and the student will remain in the lesson. Students can be issued more than 1 Level 2.
Level 3 Behaviour Room removal and loss of social time	When a staff member has repeatedly tried different intervention strategies and there is further disruption to the learning of others, the teacher will issue a Level 3 and the student will be collected and taken to Restore (MA1) they will remain in Restore until after their social time.

When a student does not rectify their behaviour, then the Academy will use the following sanctions to address poor conduct and behaviour.

Level 4 Behaviour Reflection	For more serious incidents, 1 day will be completed in Reflection; Repeated Level 3 behaviour (being removed from a lesson), refusing the lesson removal, damage/vandalism, verbal abuse to teachers, physical assault, possession of prohibited items: Vapes, alcohol, weapons, serious misbehaviour: sexualised incidents, racist incidents, homophobic incidents, bullying, child-on-child abuse. If a student fails to respond positively to the interventions set by the inclusion/pastoral/senior team then this will lead to a further sanctions.
Level 5 Off-Site Reflection	If a child's fails to respond positively to Reflection they will be issued an Off-Site reflection for; Refusal of reflection- 1 day off site and Reflection upon the students return Unsuccessful reflection- 2 days off site Stage 5 reflection- 2 days off site 2-5 day internal exclusion/off-site provision will be used if a student fails to adhere to previous consequences or for one-off serious incidents.
Level 6 Suspension	Fixed-term suspensions are used only for serious incidents where a L4-5 is not appropriate or students have failed to adjust their behaviour accordingly and face repeated behaviour incidents for the same serious misbehaviour.
Level 7	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. This is in line with DfE statutory guidance.

10.2 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:
- f. All fixed-term suspensions or permanent exclusion are put into effect strictly within the terms set out in current educational law.

I. Persistent disruptive behaviour	I. Theft, graffiti or vandalism
II. Physical aggression	II. Persistent intimidation and aggression towards staff or students
III. Verbal abuse to adults (without restorative practice)	III. Inappropriate physical contact with staff or students
IV. Dangerous behaviour that puts themselves or others at risk	IV. Sexual harassment/misconduct
V. Malicious allegations against staff	

10.3 Permanent Exclusion

7. 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:
 - a. in response to a serious breach or persistent breaches of the Academy's behaviour policy; and
 - b. 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.
- h. 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.
- i. 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.
- j. 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.

- k. Staff need to set and mark work for permanently excluded children for 5 days.
- l. 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.
- m. The Academy follows both the Local Authority and Trust protocols for permanent exclusion and may implement a 'off-site direction' to another education establishment if deemed appropriate.

11. 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:
 - a. Deliberately hurtful
 - b. Repeated, often over a period of time
 - c. 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.

12. 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:
 - a. Deliberate
 - b. Repeated, often over a period of time
 - c. 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:	

• 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

- a. Students can report, in confidence, if they have concerns regarding behaviour directed towards them, or to others.
- n. Students, parents/carers and staff can report incidents of bullying to any member of staff
- o. 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
- p. We record, analyse and monitor incidents of bullying via our safeguarding software, CPOMS.
- q. Please refer to Anti-bullying Policy for full details.

13. 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):
 - a. The severity of the misbehaviour
 - b. The extent to which the reputation of the Academy has been affected.
 - c. 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).
 - d. 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.

14. 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. Phone pouches are to be carried by all students. 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 in their phone pouch at all times.

- 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:
 - a. On confiscation, the staff member will personally take the confiscated item to Student Reception, or record a Level 3 incident to obtain support from the wider inclusion team. The reception staff will record and log the item(s) that have been confiscated. Any devices/equipment confiscated will incur the following sanctions;
 - b. First incident – confiscation for 1 day – phone is returned at 3:30pm
 - c. Second incident- confiscation for 2 days – phone returned at 3:30pm on day 2.
 - d. Third incident – confiscation for 3 days – phone returned at 3:30pm on day 3
 - e. Forth incident – confiscation for 5 days – phone returned at 3:30pm on day 4

Should a student refuse, this will escalate to Reflection and possibly further sanction and parent/carer contacted to support the Academy and collect the phone where necessary.

- f. The mobile phone or electronic device will be placed in an envelope and stored in Reception for the day and in the Academy safe overnight. Multiple violations of this will result in students not being able to bring their device in to school and spot searches will be conducted.

- c. In addition, the following items (included but not limited to) are prohibited:

• Energy drinks • Chewing gum • Laser pens • Aerosols • Knives or weapons • Imitation or replica items • Electric scooters	• 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 student)
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- d. 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. Banned substances will be disposed of and not returned
- e. If a student refuses to hand over the items, they will be referred by the consequence system to internal exclusion for defiance.

18. POWER TO SEARCH

1. 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.
2. The Academy recognises a teacher has the right to confiscate, retain or dispose of a student's property as a punishment, so long as it is in reasonable circumstances. (section 94 of the Education and Inspections act 2006).

19. USE OF REASONABLE FORCE

1. 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.
2. 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.
3. 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 C4, call for support. 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.
 4. 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.
 5. 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 intention of re-establishing verbal control as soon as possible and, at same time, allows student to regain self-control. It should never take a form which could be seen as punishment.

20. DOCUMENT INFORMATION

KEY INFORMATION		ASSOCIATED DOCUMENTS	
Contact Name:	Academy Principal	Safeguarding & Child Protection Policy	Attendance Policy
Date Effective:	November 2024	SEND Policy	Positive Handling Policy
Version:	V3.3	Alcohol & Substance Misuse Policy	Uniform Policy
Frequency:	Annual		
Next Date:	November 2025		
DISTRIBUTION		REVIEW BODY	
Name:	Haywood Academy	Name:	Compliance Group
Date:	January 2025	Date:	June 2025
Websites:	HA - January 2025		
VERSION HISTORY			
Version:	Date:	Change:	

V0.1		Original Document
V2.0	New format - May 2016	Formatting only
V2.1	Format - September 2016	Addition of City College logo
V2.2	Review and update November 2016	Page 8 diagram and other amendments
V2.3	Annual review September 2020	Haywood ARCH values
V2.4	Annual review September 2021	Links with KCSIE 2021, Haywood ARCH values
V2.5	Review and update June 2022	Changed content and included Haywood Charter
V2.6	Proof reading updates September 2022	Typos and grammar errors. Review date changed
V2.7	Interim update December 2022	Section 6.3 - to reference Appendix A not separate document
V3.0	Annual review - June 2023	Complete re-write
V3.1	Interim update October 2023	Version date changed to Academic year 2023/24
V3.2		
V3.3	Interim update January 2025	Formatting and meeting dates amended.

APPENDIX A

Definitions

- a. At Haywood Academy, all students have the opportunity to achieve for themselves and the wider community. The Academy will provide necessary skills, knowledge and experiences for students to have opportunities to succeed.
- b. Misbehaviour is defined as:
 - a. Disruption in lessons, in corridors between lessons, and at break and lunchtimes
 - b. Non-completion of classwork, homework or preparation
 - c. Disrespectful attitude towards peers or staff
 - d. Incorrect uniform
- c. Serious misbehaviour is defined as:

i. Repeated breaches of 'The Haywood Way' 2. Any form of bullying 3. Sexual violence	4. 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/messages (including on social media), sharing nude/semi-nude images and/or videos, or sharing of unwanted explicit content	5. Vandalism i. Theft ii. Fighting 3. Smoking and/or vaping 4. Racist, sexual, homophobic discriminatory behaviour 5. Possession of any prohibited items. These are:
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• 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)		

APPENDIX B

Anti-Bullying Policy

B.1 Context

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

B.2 Rationale

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

B.3 Purpose

3. It is Haywood Academy's policy 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 be considered as a form of bullying and sanctioned / supported as appropriate.
4. 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.

B.4 Guidelines

5. 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)

B.5 Prevention

- f. Use of curriculum opportunities to discuss issues around diversity and draw out anti-bullying messages
- g. 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)
- h. Staff contribute to anti-bullying ethos in manner, response & tolerance and are a visible presence between lessons
- i. 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
- j. Focus on transition at key points in student career to ensure that important information regarding student social and emotional needs are shared between professionals

B.6 Intervention

11. 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.
12. 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.
13. 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.

14. 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.
15. 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
16. Engage with parents promptly as issues of bullying come to light, whether their child is victim or perpetrator.
17. Restorative Justice holds the perpetrator to recognise the impact of their behaviour and allows them to repair relationships with others.
18. Mediation and resolution, following investigation and relevant sanctions, should be offered to the victim and perpetrator and staffed to support closure to the incident.
19. 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.

B.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

C.1 Context

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

C.2 Rationale

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

C.3 Purpose

22. 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.

C.4 Guidelines

23. All staff are encouraged to praise good work and celebrate success in both formal and informal ways. Possible rewards are:

- i. Arbor 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

24. 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 Arbor. 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.

25. Each term, a scheme of rewards is available. In addition to attendance and Arbor rewards that are administered pastorally, rewards are also issued by Performance Leaders.

C.5 Monitoring and Evaluation

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