

Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

The Academy Behaviour for Learning Policy is designed to reflect the school ethos of *Achievement, Ambition, Aspiration and PRIDE* to create an outstanding academy for behaviour management, personal development and effective learning. It is designed to build understanding and awareness of the school and community's expectations for student conduct and provide a framework for consistency in approach for staff and students. The guidance is at times specific to ensure consistency. However, staff may also use their professional discretion and common sense in light of the complexity of behaviour management. This allows staff to take into consideration the range of different needs that individual young people have, whilst ensuring high expectations are upheld at The High Weald Academy.

Aims

- Ensure that students are safe, valued and more involved in their learning
- Use constant positive reinforcement in the pursuit of high standards of work and behaviour
- Establish a clear set of staged rewards and sanctions which all students, parents/carers and staff understand

Encourage and challenge students to:

- Exercise their right to learn and allow others to learn
- Be courteous and show consideration for others
- Develop as independent and co-operative learners
- Reach their learning potential

Outcomes

- All students meet the Expectations for Learning
- All staff feel empowered to follow the principles and procedures laid out in this policy
- Discipline issues are dealt with fairly and consistently across the academy
- Students take a pride in the academy environment and are actively responsible for maintaining the quality of their surroundings
- Parents form an important and significant link in the home/academy partnership to support staff in addressing issues in a proactive way
- All members of The High Weald Academy contribute to a positive and hardworking learning community that thrives on success.

The success of the Behaviour for Learning Policy at The High Weald Academy is dependent upon the consistency with which all staff apply the policy. Poor behaviour will not be tolerated and must be challenged at all times as it is a denial of the right of other pupils to learn and of teachers to teach.

Roles and Responsibilities

Students are required to take responsibility for their own behaviour, to enable staff to teach and promote learning without interruption. Students are expected to

- Follow all instructions immediately
- Complete all classwork to the best of their ability
- Be properly equipped and dressed at all times
- Attend school regularly and on time every day [95% attendance being our minimum expectation]
- Attend all lessons on time
- Adhere to the school policy on uniform, jewellery, make-up, mobile phones etc
- Work quietly, sensibly and considerately at all times
- Show respect to the whole academy community and be kind to others
- Be honest and trustworthy
- Adhere to health and safety particularly in practical settings
- Complete report books/sheets, detentions, isolation, internal exclusions as required to do so

Behaviour outside the Classroom on the Academy Site

We expect the highest standards of behaviour at all times. Students are expected to

- Be in full school uniform at all times
- Remove coats, bags and other outdoor clothing when inside the building
- Sit down to eat whilst in the dining hall
- Take responsibility for their litter by using bins in the dining hall and in the outdoor areas
- Treat the academy environment with respect
- Move around the site in a sensible and safe manner
- Remain on the courts/field/paved area at breaks and lunch times
- Walk on the left in corridors and on staircases

Behaviour outside the Academy Site

Students should be proud to be a part of The High Weald Academy and should always represent the academy in a positive way outside of the school gates and school hours. We take seriously any issue which happens outside of academy hours and brings the academy into disrepute. The Education Act has extended the Executive Principal's authority to maintain discipline beyond the academy's gate. The power to exclude a student for activity outside of academy is at the discretion of the Executive Principal.

All staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed and are applied both fairly and consistently.

Staff are expected to create a calm atmosphere that is conducive to learning in their own lessons, others' lessons and throughout the day by:

- Planning personalised learning experiences that are relevant to the students' academic and social needs
- Offering varied tasks that are sufficiently challenging and achievable
- Demonstrating flexibility where planned activities fail to engage
- Encouraging students by offering appropriate praise, help and explanations where necessary
- Giving personal feedback to students on all progress made both academically and socially

The Academy values a close relationship with parents/carers, they are encouraged to work in partnership with the academy to assist in maintaining high standards of and engagement amongst students. Each student and their parent/carer will be expected to sign and uphold our *Home/Academy Agreement*.

The Academy Council, Executive Principal and Staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or cultural, religious, gender, disability or sexuality, disadvantaged students including pupil premium [ever 6], service children or looked-after children. Children with DSEN, physical or mental health needs, will be offered appropriate intervention if required.

Guiding Principle - Positive Reinforcement

The main principle which facilitates the promotion of thriving learning community is the use of positive reinforcement – “catch them being good”. Staff should endeavour to employ positive language when interacting with students in the classroom and on an Academy wide basis.

An emphasis must be placed upon the use of rewards as a means of raising levels of attainment, encouraging appropriate behaviour, increasing students’ self-esteem and creating a positive learning environment within the Academy community. Every opportunity should be taken to praise students within the classroom and on an academy wide basis.

Immediate Rewards		Deferred Rewards
Verbal praise		Presentation and exhibition of work
Grade one for engagement score		Lead Teacher / Head of Year recognition
Phone call home		Celebration assemblies
Postcard Home		SLT recognition
Golden ticket		Informing parents/carers of positive experiences and achievements
Reward points		Annual prize giving ceremony
Asking the learner to share their work with others		Collecting important pieces of work for learner achievement portfolios
Pride reward		Displaying work prominently and attractively
Informing staff and peers of progress in the learner’s presence		Visit to the reward shop

Recording on SIMS

All staff must log positive and negative behaviour through SIMs. The behaviour and rewards log is an essential tool used regularly by: Tutors, Heads of Cohort and Student Managers in parent meetings and mentoring sessions.

Teaching staff must log on SIMs students who have reached or moved beyond stage 3 on the expectations for learning document, each log must be completed fully and clearly state the reason for the log and any follow up actions by the teacher.

Senior Leaders, Heads of Cohort and Student Managers must log all initiatives and interventions put in place for students within their cohort.

When logging an incident or reward the following guidance must be followed:

do not use names of other students or full staff names

- keep to the facts
- keep professional
- accurate spelling, punctuation and grammar
- detail action taken or action required
- follow up – both positive and negative actions
- communicate with relevant students, staff and families.

Whilst logs should be made within 24 hours of an incident it is not advisable to log if angry or emotional. Layering on multiple negative entries can be divisive, use the comment box to record details of an incident. The purpose of the log is to provide information so that appropriate follow up and action can be taken.

Bullying

All students, Parents, Councillors, teaching and non-teaching staff should:

Understand what bullying and discrimination are and recognise that 'peer on peer' abuse is a safeguarding issue.

What is bullying?

Bullying is not an isolated incident, it is incidents of a persistent nature from the same individual or group of individuals.

- Bullying results in pain and distress to the victim
- Bullying can be deliberate or unintentional
- Bullying can be:
 1. Emotional: excluding from groups, tormenting (ie hiding books, threatening and intimidating gestures) humiliating
 2. Physical: any unwanted physical contact (ie punching, kicking, hitting or any use of violence)
 3. Racist: racial taunts, graffiti, gestures
 4. Sexual: unwanted physical contact or sexually abusive comments, sexual assaults, sexting
 5. Verbal: name-calling, sarcasm, spreading rumours, teasing
 6. Written: unpleasant comments about someone or offensive use of text messages, online message boards (eg MSN), emails or website
 7. Online: making comments on message boards, sharing images, cyber stalking

What is Discrimination?

Discrimination involves treating individuals or groups differently because of identifiable characteristics.

Discrimination can occur on the basis of:

- Gender
- Sexual orientation
- Race or ethnicity
- Any other identifiable characteristic

Reporting bullying and discrimination

If a student knows that bullying or discrimination is happening, they should tell their parents or a member of academy staff. Parents and academy staff should then pass any information about incidents of bullying or discrimination to a Student Manager or relevant Pastoral Leader.

The relevant member of Pastoral staff will investigate any incidents of bullying or discrimination. Where these are found to have occurred, the Student Managers will log on SIMS under the individual student/s involved and take appropriate follow-up action. The HOC/SLT will decide the appropriate action and ensure the students are re visited to enable closure.

Responding to bullying and discrimination

In response to most incidents of bullying and discrimination:

- Parents will be informed about their child's involvement in bullying and, if it is thought to be appropriate, they will be asked to attend a meeting to discuss the problem

- If possible, the students will be reconciled through a restorative justice session
- Appropriate sanctions may be applied
- An attempt will be made to help the instigator change his/her behaviour

In cases of severe or unrelenting bullying or discrimination:

- The police may be consulted
- A behaviour contract may be signed
- Counselling may be arranged for the instigator and/or the victim
- More severe sanctions may be applied, up to & including exclusions or managed moves

The Academy's Anti-Drugs Position

In all instances of suspected/confirmed substance misuse or abuse, the first consideration of all staff must be the safety and wellbeing of the student/students involved. This applies to all illegal and controlled substances.

- Once the student's immediate safety is assured, the Executive Principal (or Senior Leader) will be immediately informed.
- In instances involving the misuse or supply of an illegal or controlled substance on the academy site, parents/guardians will be informed unless it is believed that this would jeopardise the safety of the student.
- If the academy becomes aware that a student may be using illegal substances outside of the academy the safeguarding policy will be used to support the student in the first instance.
- The school will not knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation or smoking/consuming of cannabis or any other drug. After careful consideration, the Executive Principal or his/her agreed delegate will usually involve the local Police.
- In instances involving the use or possession of illegal substances on the school site, the school will normally impose a fixed term exclusion of an appropriate length. Following the student's negotiated return to school, a programme of support will be discussed with the student, parents/guardians and the Police, and implemented.
- In instances involving the supply, or intent to supply, of an illegal substance by a student, the school will involve the local Police and will normally impose a permanent exclusion.

In all instances, consideration should be given and reference made to the school's guidance on confidentiality and safeguarding of all in its care.

Establishing the Nature of Incidents

When an incident involving drugs, or suspected to have involved drugs, occurs, academy staff will conduct a careful investigation to judge the nature and seriousness of the incident. During the investigation, the emphasis will be on listening to what people have to say and asking open, rather than closed or leading, questions. Students involved will be interviewed separately and accompanied by a supportive adult. The Executive Principal or his/her agreed delegate will consult with and involve others as deemed appropriate. If it is decided that the Police should be involved, instructions will thereafter be taken from that authority in consultation with the Executive Principal or his/her agreed delegate.

Parental Permission for Police Interviews

There may be occasions when the Police wish to interview a student. In all circumstances, parents/guardians will be informed before Police interviews are agreed to by the Executive Principal or his/her named delegate. Academy personnel will ideally be present at Police interviews, in the absence of parents/guardians. Unusually, a parent/guardian may give permission for their child to be interviewed without their presence. These instances will be logged and recorded on the student/s's file/s.

Instructions for Staff regarding the Discovery of Drugs

On site

- If possible, retrieve the drugs in the presence of a witness. Do not use a bare hand to retrieve. Details should be recorded and the Police contacted. The Police will collect and store or dispose of the drugs in line with locally agreed protocols. Drugs paraphernalia, such as pipes, needles and syringes, should be placed in a sturdy, secure container prior to disposal per agreed protocols.

On a person

- Always retrieve drugs in the presence of a witness, preferably an adult.
Then:
- Place the substance in a sealed container.
- Sign and date the container and ask a witness to countersign.
- Write a statement documenting the incident / findings.
- Do not investigate the substance.
 - Take the container and completed Record to the Executive Principal or his/her named delegate.
 - The Executive Principal or his/her named delegate will lock the substance in the school safe and contact the local Police who will remove it from the premises.

The Powers to Search and Confiscate

The High Weald Academy will always attempt to seek consent for a search (although there may be circumstances in which it is deemed inappropriate to obtain prior consent) and ensure that an uninvolved adult is present. Searches should be conducted in such a way as to minimise potential embarrassment or distress. It will not be appropriate for a member of staff to carry out a personal search of a student; nor will personal property be searched without consent. Every effort will be made to persuade the person to hand over any item he/she is holding (or is suspected of holding) voluntarily, in the presence of an adult witness. If consent is refused, the Executive Principal or his/her named delegate may consider it appropriate to involve the parents/guardians or to call the Police. Staff may, however, search school property, for example, lockers, even when consent is refused. After any search involving students, parents/guardians will normally be informed by the school, regardless of the outcome of the search. In all cases of search, the school will balance the likelihood that an offence has been committed against the risk of infringing the privacy of the individual without just cause.

The Law protects staff from liability during search and confiscation for loss or damage to these items provided they have acted reasonably and have adhered to the published behaviour policy.

Where a Head of Year, SLT member or the Executive Principal have reasonable grounds, pupils may be searched for:

- Knives and weapons
- Drugs and or alcohol
- Stolen items
- Tobacco, cigarette papers and other smoking paraphernalia such as lighters and e-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

- Weapons, knives, illegal drugs and extreme or child pornography must always be handed over to the police, otherwise it is for the Executive Principal or his named delegate' to decide if and when to return a confiscated item

The power to use reasonable force

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. However, staff at The High Weald Academy will use all other non-confrontational techniques to diffuse the situation before considering the use of reasonable force.

Police Involvement

The High Weald Academy reserves the right to call on Police assistance for the detection of drugs on school premises. In such instances, the agreement of the parents/guardians of any students affected will be sought. Police expertise may be used both for detection of drugs and as a deterrent against their abuse.

Drugs Education at The High Weald Academy is designed to:

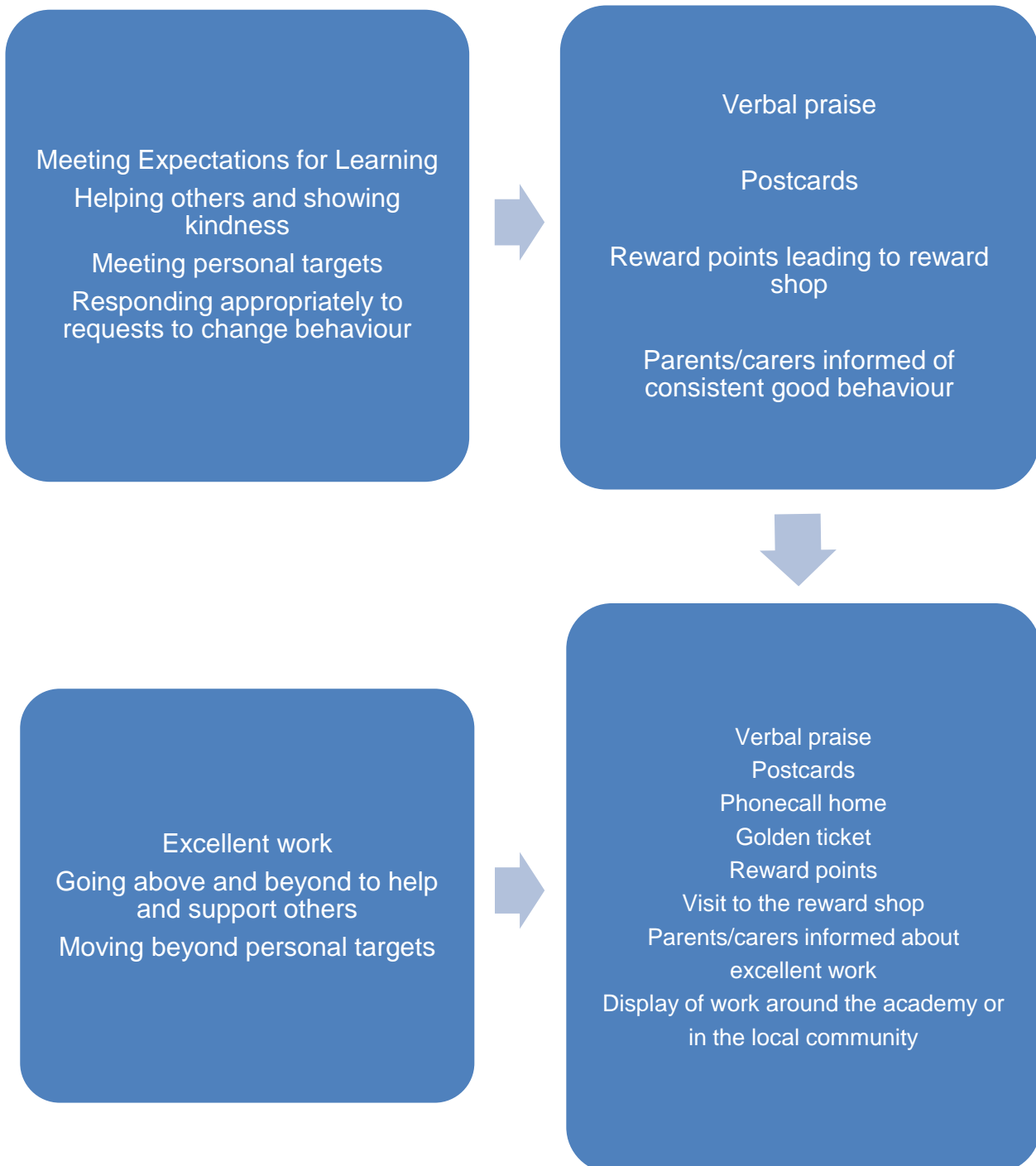
- Address issues of relevance to young people
- Allow students' opinions to be articulated and heard
- Be delivered by well-prepared teachers who will avail themselves of interactive techniques such as role-play/debates etc
- Take into account the views of parents/carers who are members of the wider community
- To support parents/carers with a view to enabling them to talk effectively with their children about drugs use and abuse

Drugs education will be delivered through a range of strategies including:

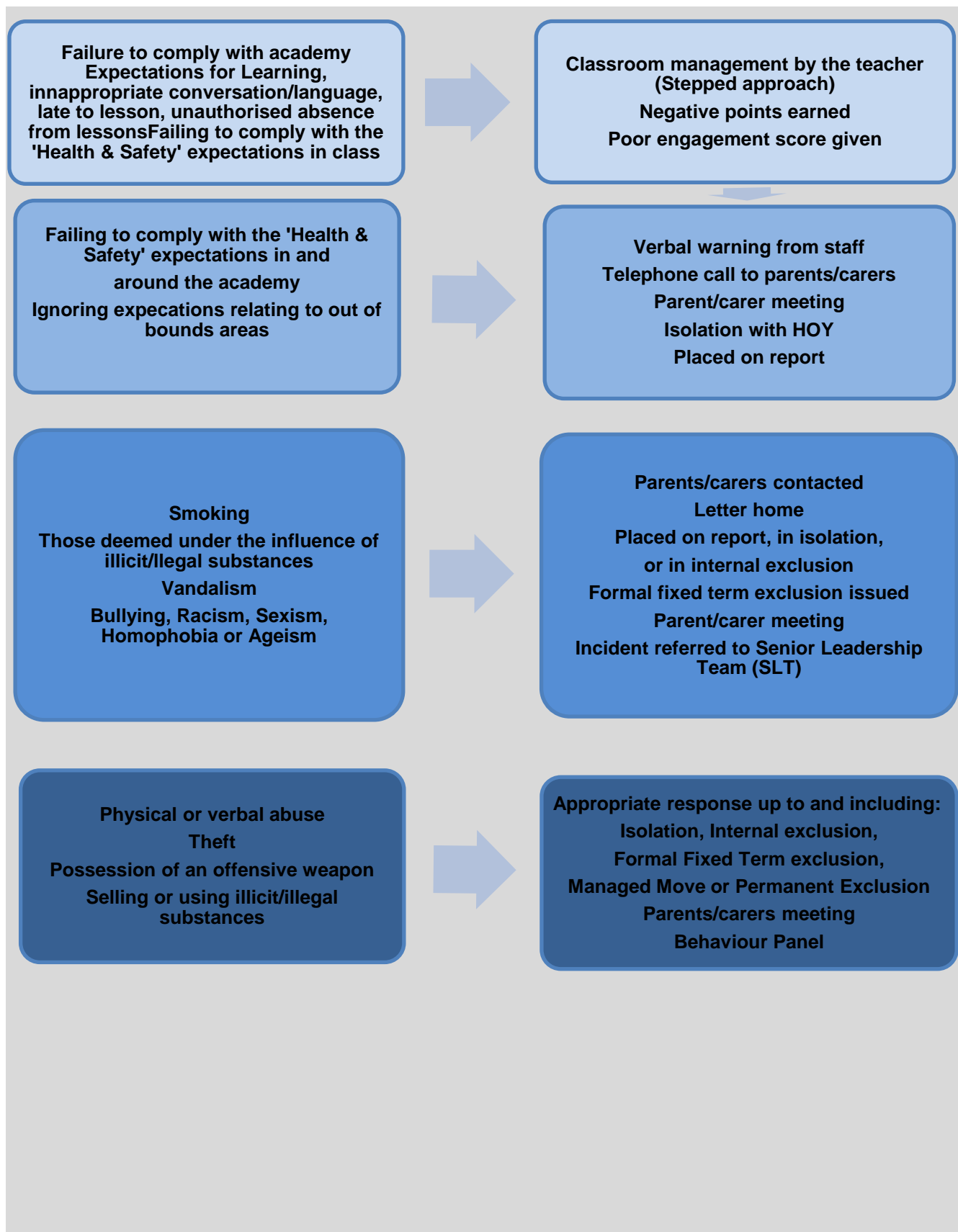
- PSHE Lessons in Key Stage three
- Guest speakers
- Outside agencies, organisations and charities including the Police.
- Age appropriate assemblies
- Form Tutor Time

BEHAVIOUR

Example responses to Expected Behaviour



Example responses to Poor Behaviour



Sanctions

The focus for detentions at any level should be based upon a “repair and rebuild” restorative approach. The rationale behind such a system is to place emphasis upon finding routes back to a constructive working relationship between student and teacher. Staff should endeavour to rebuild links with the student concerned, finding routes forward which allow a fresh start in the next lesson.

Sanctions might include:

- being “parked” in another classroom
- loss of privileges, social time or free periods [if in sixth form]
- academy based community service [such as tidying a classroom, litter picking, removal of graffiti, helping to clear up in the canteen]
- completing meaningful tasks during detention time [missed classwork/homework]
- helping around the department
- isolation
- internal exclusion
- fixed term exclusion

At The High Weald Academy we reserve the right to keep students up to fifteen minutes after school without notifying parents/carers.

Severe clause

The Academy will not tolerate any acts of violence or physical aggression. In any incident involving physical violence, a record will be kept in the file of the victim as well as in the file of the perpetrator. The victim’s parents will be informed of the steps taken to deal with the matter. Where both parties are held to be culpable, a note of the incident and the action taken will be recorded in both files.

Any of the following behaviours will be immediately referred to a member of the SLT and parents will be contacted.

- Use of threatening or violent behaviour or endangering the safety of others
- Damage to the academy premises and property
- Suspicion of use, or possession, of drugs, alcohol or any other illicit/illegal substance
- Suspicion of possession of an offensive weapon
- Use of “sexualised”/sexist language/behaviour both in the academy and/or via other social media
- Use of homophobic and/or racist language both in the academy and/or via other social media
- Persistent disruption in any single day
- Failure to comply with the ICT acceptable use policy.

The Executive Principal reserves the right to refer any serious incident to the police.

Searching

Designated Senior Staff in the Academy have the authority to legally search a student if a student is:

- in breach of Academy rules
- at risk of infringing the safety or students/staff in school
- suspected of having a prohibited article in their possession or about their person

In line with national legislation, designated senior staff can search a student without consent and with reasonable force for weapons; alcohol; illegal or illicit drugs; stolen property; any other items specified in regulations.

Restraint

The HWA has a restraint policy which will be employed in any serious situation where students present a danger to themselves, other members of the academy or the building.

Reports

Leaders of the academy and tutors may all use an appropriate report to monitor a specific concern with a student and to support appropriate conduct.

The aim of a report is to support a student to effect some positive change relating to their behaviour and participation in lessons. Targets are set and reports are monitored and managed by relevant staff.

Report booklets are important documents and should be carried by the student and signed by teaching staff for every relevant lesson. The targets set will relate to the specific aspects of the student's behaviour or learning which need to be modified. Targets will be assessed using a numerical scale [1-3].

Whoever places a student on report must ensure that a letter is issued to parents identifying the reason for the report and what role they need to play in the process. The details must also be recorded on the SIMS immediately. Placing a student on report will always involve parental contact being made and will usually include a parental meeting. HOYs will be consulted before any student is placed on any level of report.

Report-Card Purpose	Duration	Issued by whom
To target specific departmental concerns	One week	SLT or Lead Teacher
To combat lack of uniform, equipment, or negative behaviour	One week	Tutor
To track a specific negative behaviour following ongoing concerns	Discretionary	Student Manager/Head of Year
On return to lessons following isolation, internal exclusion or a formal fixed term exclusion	Two weeks minimum	Head of Year/SLT

Isolation with HOY/SLT

Students may be placed in isolation for the whole day where they have demonstrated unacceptable behavior [8.35am – 3.00pm]. If they fail to work and behave properly throughout the day, they may repeat the day or be internally excluded. Students may be placed into isolation for part of the day whilst an investigation takes place. Referrals to Isolation are via HOY only and in liaison with SLT.

Students who fail to attend or complete their time isolation will be placed in internal exclusion. Persistent failure to complete Isolation may receive a formal fixed term exclusion.

Exclusions – Internal and Fixed Term [external]

Exclusion is used as a sanction for breaches of school discipline and Expectations for Learning. Internal/external exclusions are used sparingly and only when other alternative sanctions have not succeeded in changing behaviour. Support and advice are seen as important behaviour modification measures and will be used alongside sanctions such as exclusions as well as other intervention measures appropriate for the welfare of the student.

Serious breaches of the Behaviour for Learning Policy may result in a permanent exclusion – see Exclusion appendix.

Fixed Term Exclusion

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used. Only the Executive Principal [or, in his/her absence, the Head of School] can issue a Fixed Term Exclusion. If a student is excluded, the Parents will be informed as soon as practicable, initially by telephone and then by letter. Parents must meet with a member of SLT before a student can return to class following a Fixed Term Exclusion.

Permanent Exclusion

The academy will not hesitate in permanently excluding a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the academy. Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act the academy reserves the right to permanently exclude a student without a programme of support being provided. We hope and expect that this sanction will only be used extremely rarely.

Examples of a single outrageous act which might lead to Permanent Exclusion include:

- threatening behaviour with, or use of, weapons
- the distribution of drugs
- large scale theft of property from the academy site
- acts of violence against a member of the academy community
- sexual assault against a member of the academy community

Other Interventions

We also use a number of additional approaches to encourage students to manage their behaviour:

- Close contact between home and Academy
- In-class Teaching Assistant support where available
- One-to-one mentoring
- One-to-one discussion based around the cause for concern and about strategies to avoid negative behaviour in the future
- Discussion about how home can help
- Discussion about how peers can help
- Behaviour Panel – meets with those most at risk of exclusion
- Exit Cards – allows a student who is experiencing difficulty managing their behaviour to seek support from a designated member of staff in a pre-arranged area
- Pupil Support Programmes [PSPs] – PSPs are school based interventions to support individual students to manage their behaviour appropriately
- Reduced timetables

- Multi-agency referrals – we have strong links with outside agencies who have a brief to address the issue identified
- Area Inclusion panel - discusses students at risk of exclusion/permanent exclusion or those in need of an alternative placement and can suggest multi-agency support; alternative provision; a move to a new school for a fresh start.
- Managed moves to other Academies/Schools

Academy Uniform/Equipment

By wearing the full school uniform, students at The High Weald Academy demonstrate, visually, that they belong to the academy community. Their uniform is a symbol of equality, identity and allegiance to the academy, its aims and vision [see website for details of full uniform expectations].

Enforcement of the uniform policy

No student will be permitted to engage in learning with the rest of the academy community unless in full uniform. Non-uniform items of clothing/jewellery will be confiscated by the member of staff who encounters it. Any valuables will be placed in an envelope with details of the contents, the date, the student’s name and the adult’s name clearly recorded. The sealed envelope will be handed to reception, where it will be placed in the school safe. If it is a first occasion, the student can then collect their belongings at the end of the school day. On the second occasion of any confiscation, the Student Manager will contact the parent/carer to inform them of the confiscation. They will be expected to come into the academy to collect the item[s].

Home-Academy Agreement

This document is published on the policies page of The High Weald Academy website.

POLICY REVIEW AND RATIFICATION

Policy reviewed annually and ratified by the academy council in July

This review by Principal and SLT July 2018

Summary of amendments Amalgamation of previously separate Bullying & Drugs policies
To this iteration:

Ratified by the academy council July 2018

Minor Amendments January 2019

Principal amended to Executive Principal

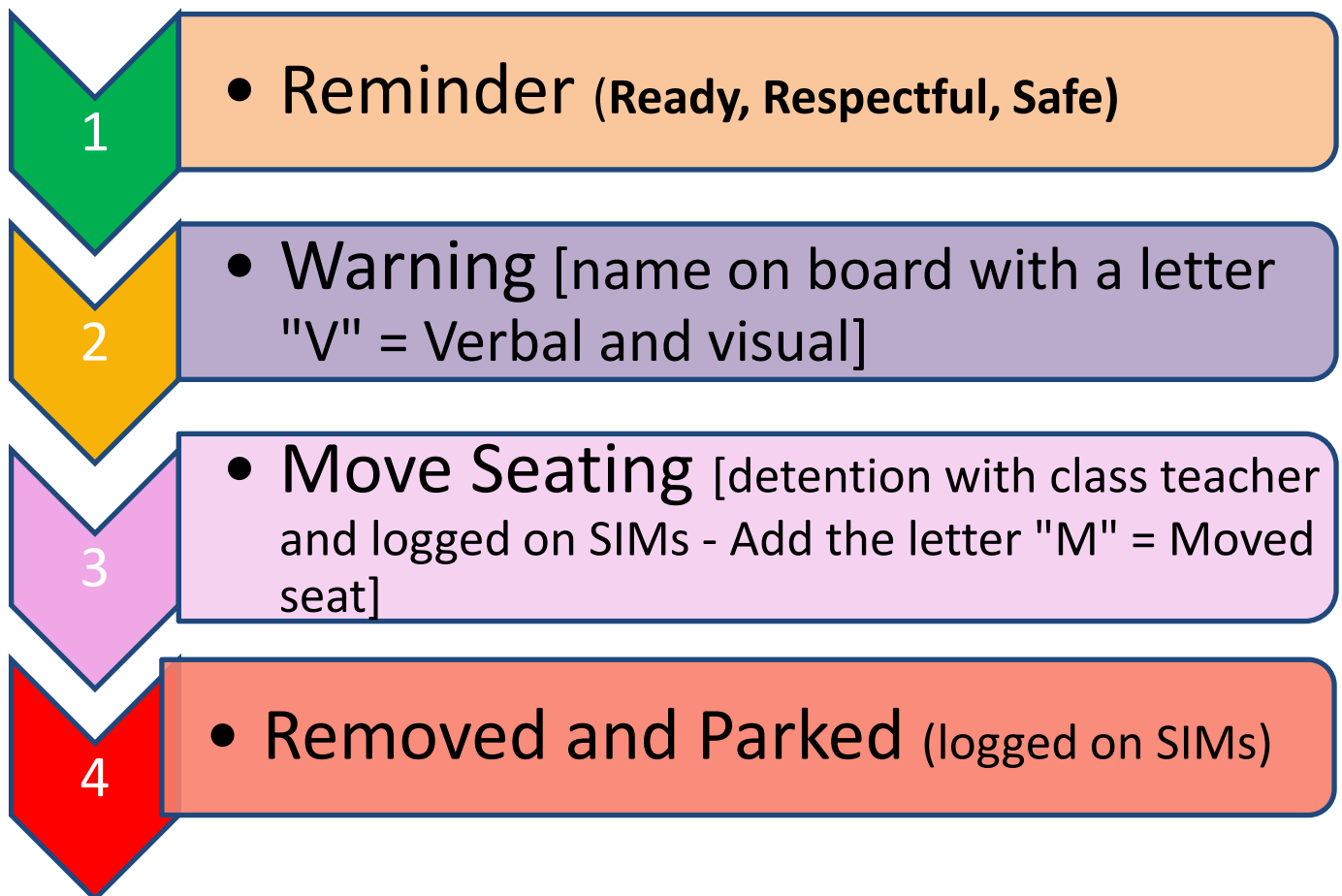
Vice Principal amended to Head of School

Next review due July 2019

Appendix 1

Expectations for Learning

- Follow all instructions immediately
- Complete all classwork to the best of your ability
- Be properly dressed and equipped at all times



Parking process

- Teacher emails for someone to collect student
- Student is
 - taken to an office and calls home, to explain their behaviour
 - given a day report
 - delivered to the relevant parking room
- Student then attends lunchtime SLT detention
- Teacher has restorative conversation with student during that detention

In the event of serious misconduct stages 1, 2 and 3 can be bypassed and a student may be placed in isolation, internal exclusion or receive a fixed term exclusion.

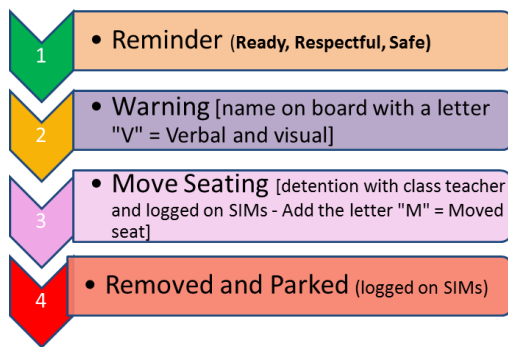
Expectations for learning

- Follow all instructions immediately
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Immediate rewards

- “Catch them being good”*
- Grade one engagement score
- Golden Ticket/Pride Merit
- Postcards Home
- Phone call Home
- Reward points
- Verbal praise
- Informing staff and peers of progress in the learner’s presence
- Asking the learner to share their work with others

Stepped sanctions



Visible adult behaviours

- Meet and greet students at the door
- Be calm
- Be firm
- Be consistent
- Be positive
- Praise in public, reprimand in private
- Be reflective

Restorative Practice

- RESPECT:** for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY:** taking responsibility for your own actions
- REPAIR:** developing the necessary skills to identify solutions that repair situations and ensure behaviours are not repeated
- RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in lessons

Scripted Conversation

- Are you demonstrating you are READY?
- Are you being RESPECTFUL?
- Are you being SAFE?
- Are you choosing to not follow my instructions?

Values

PARTICIPATION RESPECT INTEGRITY DIVERSITY EXCELLENCE