

High Weald Academy

Behaviour Policy

Reviewed : September 2021

Date of Next Review : September 2022

The Academy Behaviour Policy is designed to reflect the school ethos of *Achievement, Ambition, Aspiration* and 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 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

We believe that if a Behaviour Management policy is to be effective, it should have the effective involvement and support of all groups in the school community, parents, teachers and support staff. **Early intervention** and involvement of parents should be an underlying principle.

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.

REWARDS

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
Phone call home	Celebration assemblies
Postcard Home	SLT recognition
STARS rewards	Informing parents/carers of positive experiences and achievements
House Points	STARS raffles
Positive report card	Displaying work prominently and attractively
Informing staff and peers of progress in the learner's presence	Trip eligibility
Student of the lesson/Student of the week	Recognition Raffle nominations

SANCTIONS

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in these procedures and the consistency of their use will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor and major offences.

EQUIPMENT

Students are expected to have with them at all times the following items:

- Pencil case containing pens, pencil, rubber, ruler, protractor
- Scientific calculator
- A bag which is large enough to carry their equipment

UNIFORM

All students should wear full uniform at all times around the school site. Jumpers do not have to

be worn at all times but blazers should be worn.

- Shoes should be black leather for both boys and girls and no trainers are allowed. If a student is required to wear trainers, a medical note will be required.
- Two pairs of small, plain gold or silver stud earrings - (no diamante or hoops) Inappropriate jewellery will be confiscated.
- Discreet make-up - No nail varnish in any year
- No acrylic nails
- No fake eyelashes
- No fake tan
- Girls should not roll their skirts

Any of the above issues that are not rectified will result in the student being taken to the Inclusion room, parents called to help resolve the issue.

DEALING WITH MINOR OFFENCES

A Negative log should be entered electronically on Classcharts by any member of staff to record a significant incident of 'unacceptable' behaviour. It should not be used for 'general information'. These are visible to parents via their Classcharts login.

INSIDE THE CLASSROOM

All staff are given clear guidance on how to use our procedure for using assertive discipline techniques to manage low level disruption in the classroom. Our approach when classroom rules are broken is to apply the three Rs:

1. **Remind** the rule that is being broken
2. **Reinforce** the consequences if the rule continues to be broken
3. **Remove** the student to another classroom –classroom teacher contacts parents/carers and the student is issued with a detention after school on a Tuesday or a Thursday.

Consistency and uniformity is the key to successful implementation of the policy.

DIFFERENTIATION

In extreme or particular circumstances our behaviour policy is differentiated to ensure that our more vulnerable students are not discriminated against. Any differentiation to the application of the behaviour policy will be agreed via consultation with all stakeholders. The final decision will be made by the SLT.

SANCTIONS FOR PERSISTENT DISRUPTION TO LEARNING

NUMBER OF REMOVALS IN A TERM	SANCTION
3 removals	1 day inclusion
7 removals	2 days inclusion and placed on a PSP (pastoral support plan)
10 removals	3 days inclusion and a review of the PSP
14 removals	1 day suspension and an escalation of the PSP
18 removals	2 day suspension

OUTSIDE THE CLASSROOM

Teachers take action themselves and enter a Negative Log on Classcharts on the day of the incident.

Action could be:

- a verbal warning
- phone call home
- Detention 10 or 20 minutes at break or lunchtime
- Centralised Detention (for students who miss a break or a lunchtime detention, or who have been removed from a lesson): 30 minutes after school Tuesday or a Thursday

DETENTIONS

Detentions can be given to individual students for misbehaviour and/or lack of work completed within a lesson.

Poor behaviour in a detention will not be tolerated. Students will be asked to leave and be escalated to the next level. Parents will be contacted by the member of staff leading that detention.

Teacher Detentions. Students may be detained at lunch or break times for 10 or 20 minutes each day **without advance notification to parents.** Any teacher issuing a student with a detention must communicate this clearly on Classcharts.

Academy Detentions - These run for 30 minutes after School and are the sanction for being removed from a lesson or missing another detention (subject area). All students are expected to bring work to complete within the detention. Parents will be informed if a student has an academy detention 24 hours before the detention is set.

If a student fails to attend their after school detention they will be issued a Wednesday detention for 1 hour.

The persistent defiance of our behaviour policy will result in the following escalations:

- 1 failure to attend - Wednesday detention until **3pm**
- Failure to attend the Wednesday detention - Thursday inclusion until 3:30pm

- Failure to behave appropriately in the inclusion room or leaving early - 1 day suspension and a PSP

PROCEDURE FOR MAJOR OFFENCES

A major incident would be classed as being:

- An unprovoked assault on a student and/or member of staff.
- Criminal damage to personal and/or school property
- Intimidation of a member of staff
- Defiant or continued refusal to obey a reasonable instruction
- Any criminal act including drug abuse, extortion, pornography, bringing a knife or weapon into school etc.

Not all major incidents will lead to exclusion or inclusion, with every case being assessed on an individual basis, but consistency of sanctions will be maintained. Under no circumstances should students be placed unsupervised outside the classroom, but there may be some special circumstances when students are taken from the classroom to another supervised teaching area e.g., a heated argument, dangerous behaviour, violent conduct etc. If the student cannot be quickly returned to their classroom, the SLT on call should be immediately contacted.

Student statements should be taken by the person dealing with the incident who then refers it to their line manager.

EXCLUSIONS

The school is committed to a policy of inclusion. The Principal will normally only resort to suspension or permanent exclusion when all other methods of support and sanction have failed or are deemed inappropriate. The Principal may also decide that an exclusion is warranted in the case of a first offence, or a student who has not been previously monitored for behaviour, if the offence is of a sufficiently serious nature.

A decision to exclude a student will only be taken in response to serious breaches of the school's discipline policy and/or where, if allowing the student to remain in school it would seriously harm the educational welfare of the student themselves or others in the school.

The school participates in the WKLF protocols for managed moves, by which students may transfer to other schools initially for a six week trial period as an alternative to permanent exclusion in certain cases.

SUSPENSIONS

If the behaviour is so serious it may be appropriate to suspend a student from the school for a fixed period. Under the Education and Inspections Act 2006, parents/carers are responsible for ensuring their children are supervised during the first five days of a suspension. If students on suspension are seen by staff or police unsupervised, then parents or guardians will be liable to a penalty fine. For suspensions that last for more than six days, the school is responsible for providing full time education from day six onwards.

Following any suspension, parents or guardians will be expected to attend a reintegration interview with a member of staff at the school to discuss the reason for the suspension and seek reassurances from the student about their future conduct.

PERMANENT EXCLUSION

Some behavior types may result in permanent exclusion. These include:

- The use or possession of illegal substances or paraphernalia on the school grounds or while wearing school uniform
- The use or possession of any object deemed to be a weapon by the police (including any blade or knife) on school grounds or while wearing school uniform
- Serious threatened or actual violence towards another student or member of staff
 - Sexual harassment or persistent bullying.
- Persistent and systematic disruptive behaviour resulting in the learning of others being significantly affected.

INTERNAL EXCLUSIONS

The school has an Inclusion Room which is staffed at all times. Students may be placed in there, whilst an incident is being investigated or when they are preventing others from learning or they pose a threat to the well - being of other students.

During their time in the Inclusion Room, students will be given work to do or may at times be able to follow their normal programme of study. They will have breaks and lunchtimes at different times from the rest of the school and will be supervised at these times.

A member of the Leadership Group or an Inclusion Manager will place students in the Inclusion Room for a fixed period for a range of behaviours. Parents will be informed. If a student does not meet the clear expectations of behaviour while placed in the Inclusion Room, the student may be suspended by the Principal for a fixed period.

VIOLENCE

Physical violence of any sort has no place at High Weald Academy. All cases of violence will be subject to a consequence and the more serious ones will lead to either suspension or permanent exclusion and, for the severest cases, referral to the police.

DRUG RELATED INCIDENTS

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 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 Principal or his 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 suspension 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.

DfEE Circular 4/95 states that "the Secretary of State would expect the police to be informed when drugs are found on a student or on the school premises" and it also states that "where a teacher is told, or is aware of possible criminal activity outside the school premises, the Secretary of State would also expect the police to be informed in the interests of safeguarding the health and safety of young people in the area". The school will inform the police in both these incidents and co-operate fully in any enquiries they may wish to carry out.

Smoking or the consumption of alcohol are not permitted on the school premises. Parents will always be informed of such incidents and, if necessary, the police. The range of sanctions will depend on the circumstances but serious incidents could lead to suspension.

Parental Permission for Police Interviews

There may be occasions when the Police wish to interview a student. In most circumstances, parents/guardians will be informed before Police interviews are agreed to by the 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 in the student's file.

BULLYING

High Weald Academy has a zero tolerance approach to 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 (i.e. hiding books, threatening and intimidating gestures) humiliating
 2. Physical: any unwanted physical contact (i.e. 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, upskirting
 5. Verbal: name-calling, sarcasm, spreading rumours, teasing
 6. Written: unpleasant comments about someone or offensive use of text messages, online message groups (e.g. WhatsApp), 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. The HOY/SLT will decide the appropriate action and ensure the students are re-visited to enable closure or any additional support required.

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 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/anti-bullying contract may be implemented
- Counselling may be arranged for the victim and/or the instigator, where the resources are available to do so
- More severe sanctions may be applied, up to & including suspensions or managed moves

BEHAVIOUR WHEN TRAVELLING TO AND FROM SCHOOL

Poor behaviour on the way to and from school and any behaviour that brings the school into disrepute will be taken very seriously. Full uniform should be worn on the way to and from school. Poor behaviour on school buses or public transport may result in removal of the right to travel.

SEARCHING STUDENTS

The following rights are defined in the Education Act 2011. Academy staff search students with their consent for any item.

The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”. Searches will be completed by two members of staff.

USE OF REASONABLE FORCE

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student.

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The Academy uses the definition of reasonable force as being “no more than is necessary in the circumstances”. The Academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student.

All members of staff at the Academy have the power to use reasonable force.
The Academy may use reasonable force to:

- Prevent pupils committing an offence.
- Prevent students injuring themselves or others.
- Damaging property.