



Behaviour Policy

Including Anti-Bullying and Anti-Drugs Policies & Procedures

Introduction

At Hayesbrook Academy 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 PRIDE values of Personal Excellence, Respect and Friendship, Inspiration, Determination and Courage, and Equity.

AIM

Hayesbrook Academy aims to have outstanding behaviour for learning in every lesson, outstanding conduct on the school grounds, to and from school and on all school based activities.

Objectives

- To ensure that the academy community are clear on how we maintain a positive learning environment through the use of rewards and sanctions.
- To prevent bullying
- To allow understanding and awareness of the Academy expectations concerning our non-negotiable stance on drugs and bullying.

Synopsis

The guidance is at times specific to ensure consistency. However, Educators may also use their professional discretion and common sense in light of the complexity of behaviour management. This allows Educators to take into consideration the range of different needs that individual young people have, but also ensuring high expectations are upheld at Hayesbrook Academy.

Method of Implementation

This behaviour policy starts with high expectations of attendance, attitude to learning, co-operation and respect. Pupils are expected to have pride in their appearance and conduct. Hayesbrook Academy reserves the right to implement disciplinary sanctions for actions beyond the school gates that are deemed inappropriate.

PRAISE AND REWARD:

The academy acknowledges the importance of recognising and celebrating in the successes of students and as such has the following in place to do so:

- **Achievement points:** Where a student has consistently met the Academy expectations or indeed exceeded them, then staff will award an achievement point. The Head of Year closely monitors those that gain these points and will celebrate accordingly. Each point gained has a +1 impact on their conduct score.

- **Prizes:** in collaboration with the Academy Council, students have selected a range of prizes that they would like to receive for gaining a certain amount of conduct points. Examples of the prizes include vouchers, privileges, equipment, letters home, achievement badges and trips.
- **Reward trips and activities:** students who demonstrate the best attitude for learning, show significant improvement or have the highest conduct scores will be invited on a range of both internal and external reward trips and activities.
- **Star of the week:** every week a student is selected by their Head of Year to achieve the star of the week, that student is recognised in their weekly head of year assembly and acknowledged in the celebration assembly.
- **Celebration assemblies:** 3 times a year, each Head of Year will host a celebration assembly for students and parents to publicly celebrate their students' achievements. This includes, but is not limited to, certificated awards for attendance, attainment in subject, progress in subject, form tutor, student manager and Head of Year awards.

BEHAVIOUR FOR LEARNING

To ensure a positive learning environment where engagement and achievement is maximised, students are expected to follow these three encompassing rules:

- To follow all instructions of the teacher immediately
- To produce their best work at all times
- To support the learning of everyone in the class.

Sanction process:

If for any reason these are not followed within the lesson then the member of staff will follow the three stage process to resolve the behaviour.

1. Stage 1: Remind:

We understand that human error occurs and that sometimes a quick prompt can refocus a student and ensure they are back focused on the learning. Staff will use a variety of ways to do this and it is their judgement as to how many times this may and can be used before being escalated. Reminders can include moving into proximity of the student, a verbal or non-verbal cue or a reminder of the rules and expectations.

2. Stage 2: Reinforce:

Where a student has not adhered to Stage 1: Remind, the staff member may progress to the reinforce stage. This will be a non-negotiable clear and direct message about how the student can be successful and the outcome if they do not choose the correct behaviour. Reinforcements can include confiscation, adjusting the students location in the room, providing a detention or being sent outside for a short time to reflect and refocus.

3. Stage 3: Remove:

If the student has not responded in the correct way to the Remind and Reinforce stages then they will be removed from the class. A clarification as to why the student is now being removed will be provided, however the student will now need to leave the lesson and attend the departmental removal room to continue with work. Communication to the parent/carer will be made and where possible the student will be asked to speak to their parent and explain their behaviour. Parents/carers will also be informed that the student will be required after school for a same day 50 minute detention. A restorative meeting between the student and staff involved will also form part of this process.

School Conduct Card

The Hayesbrook Conduct Card works alongside our current lesson time systems to ensure appropriate conduct outside of lesson time. In preparing students for working life and indeed as valued members of the community we feel it is important students understand the various social conventions required, so that they can conduct themselves in an appropriate, formal and polite manner.

To ensure this, students are issued with a conduct card that they are expected to carry in their front blazer pocket at all times. When staff see students behaving notably positively or negatively they will record this on the conduct card. When requested by a member of Academy staff, students must present this card or they will be given an after school detention. Each time students are acknowledged five times for positive conduct they will receive an achievement point. Similarly, if a student is noted for having five negative conduct incidences they will receive a behaviour point and form tutor detention. This is one of our tools to raise awareness and accountability of student conduct whilst ensuring that showing polite, gentlemanly conduct is rewarded and casual, inappropriate conduct is dealt with.

Sanctions:

The Academy will apply a range of sanctions to students if they do not meet our expectations. Staff will use their professional judgement when selecting an appropriate sanction however, below are a range of common sanctions used by the academy:

- **Behaviour points:** These will be given to students who do not meet the expectations of the Academy. The Head of Year closely monitors those that gain these points and will take action accordingly. Each point gained has a -1 impact on their conduct score.
- **School detentions:** Students will lose free time during their morning break or lunchtime, this time may be used to give back to the community, complete work, reflect on what they have done and will always be restorative so that normal order can resume.
- **After school detentions:** where a student has been removed from a class or the Curriculum Leader feels that a more substantial detention is required a school detention will be set. Please note, parents/carers will be informed if this is the case.
- **Parental meetings:** parents/carers will be requested to attend a meeting to discuss the conduct of the student and look to triangulate a resolve with the student, parent and the Academy.
- **Centralised detentions:** Where a detention has not been attended by a student, they will instantly be referred to a centralised detention which is 50 minutes after school with members of the Leadership team.
- **School report:** where we feel a student's attitude or behaviour needs to be tracked and monitored they will be put onto a school report. Students must submit this to the class teacher at the beginning of the lesson and will be given it back at the end with a score and comment from the teacher. Parents/carers are required to check and sign this each day. There are four levels of report, Form Tutor, Head of Year, Senior Leadership Team and Head of School.

Persistent offences/serious incidents:

- Physical assault, verbal abuse to staff and theft will always be considered a serious offence and will almost always result in a fixed term exclusion.
- Please note that for persistent offences or those of a more serious nature, the Academy will consider other sanctions which may involve advice from the Local Authority and can include fixed term exclusion, academy council panels, a managed move to another school and as a last option a Permanent exclusion.
- Possession of banned/illegal items and verbal or physical assault will always be taken with the utmost severity and will not be tolerated in any way by the Academy as per the Home School Agreement.

THE ACADEMY'S ANTI-BULLYING POSITION:

Definition of bullying

Bullying is "Any direct or indirect behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual or a group either physically or emotionally". This means that bullying is intentional, causes harm and is usually repeated over time.

We distinguish between bossiness, upsets in friendship, pretend play and bullying. Bullying is on a continuum of behaviour and the academy recognises that it is often more complex than a straightforward victim-perpetrator behaviour pattern.

Bullying can be emotional, physical and mental. It can include the inappropriate and harmful behaviours expressed via digital devices (cyber bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social networking sites, and sending offensive or degrading images by phone or via the internet.

Forms of bullying covered by this Policy

Including those relating to:

- Race, religion or culture.
- LDD (learning difficulties or disability).
- Appearance or health conditions.
- Sexual orientation (homophobic bullying).
- Young carers or looked after children or otherwise related to home circumstances.
- Gender, sexual and transphobic bullying.
- Preventing, identifying and responding to bullying.

The academy will:

- Be vigilant in student and staff interactions with each other and inform the Head of Year or member of SLT as appropriate if any bullying concerns are had.
- Encourage students to be vigilant and make staff aware of any known bullying to ensure it can be dealt with.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Provide regular opportunities to develop students' social and emotional skills including empathy.
- Consider all opportunities for addressing bullying including through the curriculum, displays, assemblies, peer support, Academy Council.
- Track and monitor the incidents of bullying and inform Academy Councillors.
- Regularly supervise key areas of the school with the support of CCTV to maximise vigilance of student interaction.
- Provide a safe place for vulnerable students.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Maintain a zero tolerance of bullying.

Involvement of students

We will:

- Regularly request students' views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying and know who to talk to.
- Ensure all students are aware of the severity of bullying and the sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have. Students will be protected from bullying and aggressive behaviour, parents, staff and students will work together to resolve these issues and use appropriate strategies to change behaviour.

Parents and Carers should:

- Know to contact their child's Tutor, Student Support Manager or Head of Year, if they are worried about bullying.

- Have access to the anti-bullying policy.
- Be supported when bullying is reported.
- Be knowledgeable about our complaints procedure and how to use it effectively.
- Be able to access independent advice about bullying.
- Work with the school to address issues beyond the school gates that give rise to bullying.

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 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/carers 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 academy 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/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/carers and the Police, and implemented.
- In instances involving the supply, or intent to supply, of an illegal substance by a student, the academy will involve the local Police and will normally impose a permanent exclusion.

In all instances, consideration should be given and reference made to the academy'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 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 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/carers 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/carers. Unusually, a parent/carer may give permission for their child to be interviewed without their presence. These instances will be logged and recorded on the student/student's file.

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 Principal or his/her named delegate.
 - The 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

Hayesbrook 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 Principal or his/her named delegate may consider it appropriate to involve the parents/carers 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/carers will normally be informed by the academy, regardless of the outcome of the search. In all cases of a search, the academy 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 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 Principal 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 from committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom and around the academy. However, staff at Hayesbrook Academy will use all other non-confrontational techniques to diffuse the situation before considering the use of reasonable force.

Police Involvement

Hayesbrook 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/carers 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 Hayesbrook 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

POLICY REVIEW AND RATIFICATION

Policy reviewed annually and ratified by the Academy Council in June.

This review by SLT May 2021

Summary of amendments to this iteration: No changes made to this iteration

Ratified by the Academy Council June 2021

Next review June 2022