



Winifred Holtby Academy

Respect, Ambition, Achievement

Behaviour Policy

Winifred Holtby Academy
Part of The Consortium Academy Trust (TCAT)
An Exempt Charity Limited by Guarantee
Company Number 07665828

Status	Live
Policy Owner (Position)	Deputy Headteacher
Statutory / Recommended	Statutory
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Linked Documents and Policies	

1.0 Statement of Intent

At Winifred Holtby Academy we create an environment where all pupils can learn and develop safely. This can only be achieved when pupils, staff, and parents work in partnership to ensure a consistent approach to positive behaviour and discipline across the Academy and beyond. Our ethos is underpinned by the three core values of **Respect, Ambition** and **Achievement**.

We expect all our pupils, irrespective of ability, starting points and personal circumstances to be polite and demonstrate **respect** in all aspects of academy life. We expect them to **respect** their peers, our staff, and the wider academy community. We expect our staff to have high expectations and be **ambitious** for all our pupils and to forge positive relationships with them. We also expect our staff to model **respectful** relationships and positive behaviours in their daily interactions with other pupils and with other adults.

We want our pupils to flourish within our academy community so that they can embark on the next stage of their education as confident individuals, contribute effectively to society, and **achieve** their **ambitions**. This can only happen when expectations are high, consistent boundaries are in place and positive and **respectful** relationships exist between all stakeholders.

Pupils are encouraged, and sometimes supported, to adopt behaviour that supports learning and promotes good relationships. At Winifred Holtby Academy we believe that in order to facilitate highly effective teaching and learning, acceptable behaviour must be demonstrated in all aspects of academy life. We ensure that the efforts and **achievements** of all our pupils are regularly and consistently recognised through praise and reward.

At Winifred Holtby Academy we are committed to:

- Promoting and modelling **respectful** behaviours.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual **respect**.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining unacceptable and poor behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents, carers, and the wider community.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the academy's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can **achieve**.

The academy acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and where appropriate, we will address these needs via an individualised graduated response. This may include making reasonable adjustments for pupils with special educational needs or disabilities.

To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), the academy aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The academy aims to promote resilience as part of a whole-academy approach using the following methods:

- **Culture, ethos, and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the academy proactively engages with parents, carers, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

1.0 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2021) ‘Keeping children safe in education 2021’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2018) ‘Searching, screening and confiscation’
- DfE (2017) ‘Exclusion from maintained schools, academies, and pupil referral units in England’

This policy operates in conjunction with the following academy policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2.0 Roles and Responsibilities

The Local Governing Board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- Promoting a whole-academy culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Trust’s Complaints Procedures Policy.

The headteacher / deputy headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the academy.
- Determining the academy rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents, and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-academy approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the academy engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCO is responsible for:

- Collaborating with the local governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the academy.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the academy's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.

- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Deputy headteacher.
 - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in academy or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour including being respectful to staff, pupils, and the wider community at all times
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the academy rules.
- Informing the academy of any changes in circumstances which may affect their child's behaviour.

3.0 Definitions for behaviour

For the purposes of this policy, the academy defines “**serious unacceptable behaviour**” as any behaviour which may cause harm to oneself or others, damage the reputation of the academy within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner to cause harassment, annoyance, or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, or tobacco
- Possession of banned items
- Truancy and running away from academy
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks, and threatening language
- Fighting and aggression
- Persistent defiance or destructive behaviour

- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the academy defines “**low-level unacceptable behaviour**” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption including talking unnecessarily in the lesson
- Interrupting the teacher or other adult in the lesson
- Failure to complete classwork
- Rudeness – challenging instructions
- Lack of correct equipment, including the pupil planner
- Refusing to complete homework, incomplete homework, or arriving at academy without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour,” depending on the severity of the behaviour.

4.0 Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. All instances of unacceptable behaviour will be recorded accurately in Arbor, the academy’s Management Information System, in a timely manner by the member of staff witnessing and / or dealing with the negative behaviour incident. Written warnings will be recorded in student planners

The Year Leader will monitor records of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems or other specific needs.

In lessons, Winifred Holtby Academy employs a system of **Warn, Move, Remove**. All staff are expected to apply this system consistently and fairly, as outlined in Appendix 1.

Around the academy, Winifred Holtby Academy employs a system of **Written Warnings**. All staff are expected to apply this system consistently and fairly, as also outlined in Appendix 1.

After an initial incident of negative or unacceptable behaviour, consequences will be applied consistently in accordance with the academy’s **Behaviour Matrix** which can be found in Appendix 2.

For discipline to be lawful, the academy will ensure that:

- The decision to discipline a pupil is made by a paid member of academy staff, or a member of staff authorised to do so by the headteacher. (This includes supply teachers)
- The decision to discipline a pupil is made on the academy premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

Classroom rules and routines

Winifred Holtby Academy has an established set of clear, comprehensive, and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. All students should enter the classroom in an orderly manner. Students should not enter any Science or D&T classroom without a teacher being present.

Entering the Classroom

- Planner **and** equipment on their desk
- Remove all non-uniform items, including their coat and non-academy jumpers
- Place their bag and coat in the bag store
- Stand behind their desk and wait to be seated
- Write the date and title in their book – underline **with a ruler**
- Engage immediately in their **DO NOW** activity
- Teachers will insist on active listening and will use a 5,4,3,2,1 countdown to ensure they have everyone's full attention before starting

Seating Plans

- Pupils will be expected to stay in their seating plan unless directed to move by a member of staff, e.g. for paired work or a 'Move' consequence.

Pupil are expected to...

- Always be polite and respectful to each other and to staff
- **ONE VOICE** – Do not talk over each other, do not interrupt
- Do not call out
- Speak in full, coherent sentences
- When asked to work in silence – this means silence!
- Respect the right of everyone to learn

At the end of a lesson

- Clear away their own equipment and resources
- Place all rubbish in the bin
- If leaving the room, stand behind their chair in silence
- Put their chair under the table
- Await the teacher's instructions to leave in an orderly manner

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the consequences that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g., placing the classroom charter on walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of each academy year pupils are provided with a 'Classroom Charter Agreement' which they are required to read and sign. All rules outlined in the Classroom Rules Agreement are applicable to pupils' behaviour elsewhere on the academy premises and outside of the academy – teachers will ensure that pupils understand this.

The academy recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied
- Praise is related to effort, rather than only to work produced.
- The skills of the pupil profile such as perseverance, independence and resilience are encouraged.
- Praise is only given when a pupil's effort, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the academy understands that peer praise is also effective for creating a positive, fun, and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the academy understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the academy recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation
- Fair – making sure all pupils are fairly rewarded.

The Golden ticket Reward scheme will be used at points in the year to focus students on the positive aspects of academy life. For every 10 achievement points awarded, a golden ticket will be entered into a prize draw. (All prizes will be developed through pupil voice)

The academy will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Following repeated incidents of unacceptable behaviour, the following consequences are implemented:

Students may be placed on a tracking card to support them in making better choices

Tracking Cards – Graduated response

Please note - tracking cards will run in parallel with the Behaviour Matrix.

There are 5 tracking cards: Tutor, Year Leader, Assistant Head Teacher, Deputy Head Teacher, and Headteacher Teacher tracking card. Each tracking card will have the same three expectations and the opportunity to add a personalised target if required.

Expectations

1. Be punctual to all lessons, be equipped, ready to learn and work to the best of your ability
2. Follow all instructions the first time of asking
3. Have regard for your own safety, and that of others, and always conduct yourself in a sensible and appropriate manner, both in lessons and around the Academy

4. Personalised target

Wave	Duration	Trigger	Levels of Support and Strategies
Wave 1 Support Tutor	2 weeks	<ul style="list-style-type: none"> • 3 Moves or more in a week • 2 Removes or 1 automatic Remove, • Pupil placed in Reflection Room • 1-day Fixed Term Suspension or Internal Suspension 	<ul style="list-style-type: none"> • Tutor tracking card issued • Reviewed daily with tutor • Weekly telephone contact from tutor with parent / carer • At least 2 support strategies used
Wave 2 Support Year Leader	4 weeks	<ul style="list-style-type: none"> • Failure of Wave 1 targets • 1- or 3-days FTS (Fixed Term Suspension) • Failure to complete full day in Reflection Room • Failure to complete IS 	<ul style="list-style-type: none"> • Year tracking card issued • At least 2 support strategies used • Review meeting with parent / carer (after 2 and 4 weeks) with Year Team
Wave 3 Support Assistant Headteacher	4 weeks	<ul style="list-style-type: none"> • Failure of Wave 2 targets • 1-, 3- or 5-days Fixed Term Suspension, or • Internal Suspension 	<ul style="list-style-type: none"> • Assistant Headteacher tracking card issued • At least 2 support strategies used • Review meeting with parent / carer (after 3 and 6 weeks)
Wave 4 support Deputy Headteacher	4 weeks	<ul style="list-style-type: none"> • Failure of Wave 3 targets • 12 days Fixed Term Suspension or Internal Suspension 	<ul style="list-style-type: none"> • Deputy Headteacher tracking card issued • At least 2 support strategies used • Review meeting with parent / carer (after 3 and 6 weeks)
Wave 5 Support Headteacher	4 weeks	<ul style="list-style-type: none"> • Failure of Wave 4 targets • 15 days Fixed Term Suspension or Internal Suspension 	<ul style="list-style-type: none"> • Headteacher tracking card issued • At least 2 support strategies used • Review meeting with parent/carers (after 3 and 6 weeks)

Please note that SLT may decide to move a student up or down on the tracking card system depending on individual student circumstance. Students will only move onto the next wave of support if all strategies have been implemented effectively.

Removal from mainstream lessons

The academy may decide to move pupils to a separate room away from other pupils for a limited period – Pupils may be placed in an appropriate classroom with a member of staff for that day or they may be required to work in the Reflection Room.

The Reflection Room

The **Reflection Room** is a quiet restorative working space where students can reflect on how they intend to improve their behaviour. They will work for a full day (or number of days) independently on activities aligned to their standard curriculum.

Reasons for being in the Reflection Room include:

- 2 Removes in one day
- Refusing to follow any reasonable request from an adult
- Failure of Tracking card
- Failure to attend a detention
- At the request of the Head of Year / Academy Leadership Team
- Failure to behave appropriately during social times

Expectations within the Reflection Room.

- Mobile phones and Smart Watches must be handed over on entry and will be returned at the end of the day
- Students will be provided with a cold option for lunch
- Students will leave at the end of their normal school day unless they are in the reflection room for non-attendance of detentions. If this is the case, then pupils will be expected to complete any outstanding detentions before they leave
- Failure to meet the expectations within the Reflection Room will result in an escalation of consequences that may include Internal exclusion and fixed term exclusion

The academy will only move pupils to the Reflection Room where absolutely necessary. The academy will ensure that pupils' health and safety is not compromised during their time in the Reflection Room, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends in the Reflection Room will be up to the academy to decide. This could be for more than one academy day. The academy will ensure that a pupil is not kept in reflection any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in reflection and the pupil's class teachers set them appropriate work to complete.

Pupils are permitted to eat during the allocated times of the academy day and may use the toilet as required.

Please see section on - 'Following repeated incidents of unacceptable behaviour' for more information on the Reflection Room.

Fixed Term Suspensions

The headteacher will consider whether the pupil should be suspended for a fixed term, in line with the academy's Exclusion Policy, and will determine the length of the suspension. In the headteacher's absence, a Deputy Headteacher is delegated the authority to issue a fixed term suspension.

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

Where a pupil is identified as having SEMH-related difficulties, additional SEND support will be considered and put in place.

Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Pastoral Plan will be created to outline the necessary provisions in place.

When a pupil is suspended, parents / social workers and the virtual school (if applicable) will be notified without delay. The local Authority will also be notified as part of the process.

Direction of Education to an Alternative Provider

In extreme cases where all avenues of support have been exhausted, support from a specialist behaviour provision may be explored, this is called '**Direction of Education.**' The Local Governing Board may direct a pupil off-site to an alternative provider to improve their behaviour. Directing a pupil off-site means to require the pupil to attend a site other than the normal school site to receive their education.

Whilst attending an alternative provider, the pupil remains on Winifred Holtby Academy's roll and the Local Governing Board remains responsible for them. During any such placement the Local Governing Board will arrange for the pupil to continue their education in at least the minimum core subjects of English, mathematics, and science with two options. Where possible the Local Board of Governors will make arrangements for the pupil to continue their full curriculum. However, this will not always be possible depending on the nature and duration of the placement and the specific subjects the pupil may be studying.

The Local Governing Board will provide parents and carers with clear information relating to the expected length of the placement and how the placement will be reviewed. The Local Governing Board reserves the right to extend the placement following the initial period if a pupil's behaviour has not improved to an acceptable standard. Alternative action may be considered by the Local Board of Governors at this stage. The Local Board of Governors and the Headteacher will consult with the pupil's parents or carers before directing a pupil off-site. Where the Local Board of Governors direct a pupil off-site, they will provide to the parents and carers, or anyone with parental responsibility, clear information on:

- the reasons for the placement,
- the objective(s) of the placement,
- the expected length of the placement,
- the location of the placement,
- when and how the placement will be reviewed (reviews shall take place at least each 12 weeks)

This information will be communicated at least 48 hours before the placement is due to start. If the pupil has a statement of special educational needs or an Education, Health and Care Plan the Local Board of Governors will also inform the Local Authority.

At the end of any placement the Local Board of Governors will provide the parents and carers, or anyone with parental responsibility, clear information on:

- The outcomes of the placement.
- An assessment of any change in the pupil's behaviour.
- A report on the pupil's academic progress during the placement, having appropriate regard to the duration of the placement.
- Where the pupil will be reintegrated into the main school site, a plan for the reintegration including when the pupil must return to school, details of any phased return and details of any additional support that will be provided to the pupil.

For the avoidance of doubt any off-site, alternative placements are at the discretion of the Local Board of Governors. The Local Board of Governors may use any other powers at any time to address issues with a pupil's behaviour.

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the Academy behaviour policy; and
- Where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupils or others in the Academy. (DfE 'Exclusion from maintained schools, Academies, and pupil referral units in England 2017').

The Head teacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another pupil or a member of staff,
- sexual abuse, or assault,
- supplying an illegal drug,
- possession of an illegal drug,
- possession of an illegal drug with intent to supply,
- possession of drug paraphernalia,
- carrying an offensive weapon,
- making a malicious serious false allegation against a member of staff,
- potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community. The Head teacher will make all decisions about permanent exclusions.

Please see Appendix 3 and the 'Behaviour Matrix' for further details on the escalation of consequences.

5.0 Prevention strategies and consequences for unacceptable behaviour

This section outlines the academy's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using consequences effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The academy focuses heavily on forming these relationships to allow teachers to understand their pupils and create a solid foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route unless the pupil is a danger to themselves or someone else
- Showing open, accepting body language, e.g., not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.

- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation, e.g., that if they stop the behaviour, then the consequences will not escalate
- Rephrasing requests made up of negative words with positive phrases, e.g., “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work.”

Physical intervention

In line with the academy’s Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging academy property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Year Team or, if necessary to a member of the Senior Team, and the pupil’s parent or carer will be contacted – parents and carers may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the academy and may result in a fixed-term suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes the need for a fixed term suspension.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the academy will recognise and consider the vulnerability of these groups.

Detentions

The academy will make it clear to parents and pupils that they are able to use detention as a consequence, both during and outside of academy hours. This may include lunch times and break times although pupils will always be permitted to use a toilet and will receive their lunch.

All teachers at the academy can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

The following indicate the times during which detention can be legally issued outside of academy hours:

- Any academy day where the pupil is not authorised to be absent
- During weekends, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g., Training days

Parental consent is not required for detentions and, therefore, the academy is able to issue detention as a consequence without first notifying parents / carers.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, sufficient time will be allocated to allow the pupil time to eat, drink and use the toilet. When issuing detentions which are set to be outside of academy hours, the member of staff doing so will consider:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the detention unreasonable.
- Whether the parents' ought to be informed of the detention, e.g., it may not be necessary to do so if the detention is for short period after academy and the pupil is able to return home safely.
- Whether suitable transport arrangements are in place between the parents and the pupil. It does not matter whether these transport arrangements are inconvenient to the parents.

Please see the behaviour Matrix (appendix 2) for more information on detentions.

6.0 Sexual abuse and discrimination

The academy prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The academy's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-Child Abuse Policy.

The academy will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7.0 Smoking, Vaping, and controlled substances

In accordance with part 1 of the Health Act 2006, this academy is a smoke-free environment. Parents, carers, visitors, staff, and pupils are instructed not to smoke or vape on academy grounds. Pupils are not permitted to bring smoking materials, nicotine products or vaping products to academy.

The academy has a zero-tolerance policy on illegal drugs, legal highs, and other controlled substances. Where incidents with pupils related to controlled substances occur, the academy will follow the procedures outlined in this policy and the Child Protection and Safeguarding Policy.

8.0 Prohibited items, searching pupils and confiscation

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The model list above was created using the DfE's 'Searching, screening and confiscation' guidance. To search for any items not listed here, staff will require the consent of the pupil being searched.

All members of staff can use their power to search without consent for any of the items listed above. However it is highly recommended that any incidents that require searching are referred to the Year team or a member of the Senior team.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the academy's Physical Intervention Procedures.

9.0 Behaviour off academy premises

Pupils at the academy must agree to represent the academy in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside academy and out in the wider community, particularly if the pupil is dressed in academy uniform.

Staff can discipline pupils for misbehaviour outside of the academy premises when the pupil is:

- Wearing academy uniform.
- Travelling to or from academy.
- Taking part in any academy-related activity.
- In any way identifiable as being a pupil at the academy.

The academy will make a judgement as to when it is appropriate to discipline pupils for misbehaviour off the academy premises that, irrespective of the above:

- Could negatively affect the reputation of the academy.
- Could pose a threat to another pupil, a member of staff at the academy, or a member of the public.
- Could disrupt the orderly running of the academy.

Any bullying witnessed outside of the academy premises and reported to a member of staff, will be dealt with in accordance with the academy's Anti-bullying Policy.

The academy will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed outside of the academy premises as would be imposed for the same behaviour conducted on academy premises when pupils are in academy uniform. In all cases of unacceptable behaviour outside of the academy premises, staff will only impose consequences once the pupil has returned to the academy premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the academy are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

10.0 Monitoring and Review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is January 2023

Appendix 1: Management of Classroom Behaviour: **Warn, Move, Remove**

At all stages in the classroom **Warn, Move, Remove** system, pupils must be given sufficient time and, if necessary, support and guidance, to change their behaviour. It is not acceptable to jump from **Warn** to **Move** and then **Remove** without this time being given. Equally, our staff are professionals and will also use their professional judgement as to whether unwanted behaviours require the use of any stage of the **Warn, Move, Remove** system or whether other strategies, such as tactical ignoring, non-verbal behaviour correction cues and signals can be used instead. However, the guiding principle remains that any persistent and low-level disruption to learning must not be ignored and must be challenged effectively and consistently.

Warn: A positively framed, friendly warning in which the member of staff clearly explains the reason for the warning and the need for the pupil to change their behaviour. For example, *“John, I have asked for silence. I need you to correct your behaviour and stop talking please.”*

The member of staff must record the warning in Arbor at their earliest opportunity.

Move: If a pupil continues to disrupt their own learning or that of others after a warning, then they must be moved elsewhere within the lesson and, again, provided with a clear and positively framed explanation for them being moved. **It is not acceptable to jump straight from a warning to a move without reasonable time for correction being given.**

The member of staff must record the **Move** in Arbor at their earliest opportunity. When a **Move** is recorded in Arbor, our member of staff on-call will receive an alert and, if available, will visit the classroom to speak with the pupil and support them in making more positive behaviour choices.

Remove: If after being moved a pupil continues to disrupt their own learning or that of others, then they must be removed from the lesson and placed within another classroom.

The member of staff must record the **Remove** in Arbor at their earliest opportunity. When a **Remove** is recorded in Arbor, our member of staff on-call will receive an alert and will place the pupil in a different lesson, usually within the same faculty. The member of staff removing the pupil from the lesson is expected to provide adequate work for the pupil to complete whilst on **Remove**.

The purpose of the **Warn, Move, Remove** system is to eliminate the low-level and persistent disruption to learning in lessons. Therefore, it is not appropriate to use this system to consequence the following misdemeanours. The following table lists such misdemeanours and alternative, appropriate consequences:

Misdemeanour	Appropriate Sanctions
Lack of or inadequate homework	Teacher led detention or Faculty detention
Being late to a lesson	Late after the buzzer – book a 15-minute end of day detention. More than 8 minutes late, unaccompanied by an adult and without a note – call on-call
Truancy	Call On-Call – Student works in a remove classroom for that lesson and receives a 1-hour detention.

Please note: If a student wishes to discuss a decision made by the teacher or a consequence given, they must wait until the end of the day so as not to further disrupt the learning of others. During such discussions, students are expected to conduct themselves in a polite and reasonable manner. Failure to do so may result in further consequences.

At no point can a consequence be worked off by the student, once the second warning is given, it is given.

Expectations for social times and moving around the building

Expectations are clear and simple to follow

Safe and calm corridors

- Always walk on the **RIGHT**, following the one-way system on floor one and two
- Walk quickly, without stalling
- No pushing, shoving, running, or barging
- Walk quietly, without shouting or raising your voice
- Do not use your mobile phone
- If challenged by a member of staff – follow instructions first time

Pupils are expected to be sensible and safe and always show respect during the academy day. This includes looking after academy property, placing all rubbish in bins, and conducting themselves in an appropriate way when moving around the academy. Written warnings will be recorded in pupil planners for any behaviour around the academy that fails to meet with academy expectations. Please see sanctions outlined for written warnings in the Behaviour Matrix – Appendix 2.

Appendix 2 - Behaviour and Consequences Matrix

WARN, MOVE, REMOVE will be used to tackle low-level disruption during a lesson. The Amber, Red and Severe, matrix can be applied within the classroom or around the building but will not contribute towards a student being removed from a lesson.

Example Behaviour(s)	Consequence(s)	Expectations of Staff	Parental Support and Involvement
No behaviour concerns Meeting academy expectations	Praise and Reward	Add achievement points in Arbor	Praise and Reward
Warn (1 Points)			
Disrupting own learning or the learning of others	A verbal warning	Give a positively framed warning	No action required
Shouting out or interrupting the teacher / other pupils		Remind the pupil of the expected behaviour(s)	
Talking unnecessarily		<u>Give the pupil sufficient time to correct their behaviour(s)</u>	
Lack of effort and engagement / insufficient work		Record Warn in Arbor	
Chewing / Eating in lesson			
Move (1 Point)			
Further disruption to own learning or the learning of others	A further verbal warning	Clearly communicate the reason for the move	Track in SchoolComms
Persistent in any of the unwanted behaviour(s) outlined in the Warn stage	Pupil moved to another position in the class	Move the student to another position <u>Give the pupil sufficient time to correct their behaviour(s)</u> Record Move in Arbor	Discuss the issue with the child Remind the child of expected behaviours in lessons
Remove (1 Point)			
Further and persistent disruption to own learning and the learning of others	Removed from the lesson 30-minute same day teacher detention	Email / call for On-Call assistance On-Call place the pupil in another classroom Teacher provides the pupil with work to be completed whilst on Remove Teacher collects the pupil at the end of the day to complete a 30-minute detention Teacher spends time in detention rebuilding the relationship and reinforcing expectations Telephone pupil's parents or carers to discuss the behaviour	Track in SchoolComms Discuss the issue with the child Remind the child of expected behaviours in lessons

The **Yellow, Red** and **Severe** matrix will be used consistently to encourage students to make positive choices about their behaviour within and around the academy. This matrix provides a consistent escalation of consequences for those who persistently do not meet the academy's expectations.

Example Behaviour(s)	Consequence(s)	Expectations of Staff	Parental Support and Involvement
Level 1 Behaviours			
Homework or coursework- forgotten / substandard.	30-minute faculty detention	All Staff – liaise and implement within faculties	Ensure homework is completed and student attends detention
Not having the correct equipment, including the Pupil Planner	Verbal warning and reminder to correct the issue	Tutor checks and records E1 in Arbor	Discuss with pupil and replace equipment / planner
Wilful damage of equipment or the Pupil Planner	Verbal warning and reminder to correct the issue	Tutor checks and records E1 in Arbor	Discuss with pupil and replace equipment / planner
Missing, poor standard or incorrect uniform	Verbal warning and reminder to correct the issue	Tutor checks and records U1 in Arbor Year Team support student / family in correcting uniform issue(s)	Discuss with pupil and ensure correct uniform
Facial piercing(s)	Verbal warning and reminder to correct the issue	Tutor checks and records U1 in Arbor Year Team confiscate piercing until the end of the day	Ensure pupil does not wear piercings to the academy
Late to the academy once in the week without medical or other valid reason	15-minute, after school detention	Attendance Team check planner and equipment Attendance Team issue signed 'Attendance Office Slip' Period 6 Teachers check registers and hold any students with recorded late marks for 15 minutes at the end of the day	Remind the pupil o the importance of good punctuality and support them in arriving on time each day
Late to one lesson during the day	15-minute, after school detention	Period 6 Teachers check registers and hold any students with recorded late marks for 15 minutes at the end of the day	Remind the pupil o the importance of good punctuality and support them in arriving on time each day
Unauthorised use of mobile phone / smart watch in the academy or mobile phone on view (1-3 occasions)	Mobile phone / smart watch confiscated and returned at the end of the day	Confiscating Teacher record in Arbor and place the phone / smart watch in a clearly labelled envelope. Deliver to the Headteacher's PA's office.	Remind the pupil that mobile phones and smart watches are not permitted inside the academy

Example Behaviour(s)	Consequence(s)	Expectations of Staff	Parental Support and Involvement
Disruption of Line-Ups (Years 7-9), e.g., talking, pushing etc. or lack of equipment or planner	Written warning	Teacher collecting the class records the written warning in the Pupil Planner	Remind the pupil about the expectations during Line-Ups
Indirect foul or derogatory language or swearing	Written warning recorded in the Pupil Planner and a 30-minute detention	Teacher records the written warning in student planner and emails the year team so they can book a detention.	Remind the pupil about not using derogatory language or swearing.
Poor social time or corridor behaviour	Written Warning	Teacher records the written warning in student planner. No planner – email year team and add written warning to Arbor.	Remind pupil about expectations on the corridors or during social time.
3 Written Warnings in the Pupil Planner in a week	30-minute Year Team detention	Tutor records weekly total for each tutee on Arbor each week.	Remind pupil about expectations on the corridors or during social time.
Refusal or inability to produce Pupil Planner on request or missing pages	30-minute SLT detention	Teacher to email year team and adds 'No planner' to Arbor.	Remind pupil to bring their planner each day. Purchase a new planner if lost.
Level 2 Behaviours			
Missed 30-minute Faculty Detention	Escalate to 1-hour Faculty Detention	Teacher logs the pupil for a 1-hour Faculty Detention on Arbor and contacts home. If this happens more than once, a lunch time detention may be given in addition to the 1 hour.	Remind pupil to attend 1 hour Faculty Detention
Not having the correct equipment, including the Pupil Planner on 3+ occasions	15-minute detention (lunchtime or after school)	Tutor checks and records E1 in Arbor Year Team add items to ParentPay	Discuss with pupil and replace equipment / planner
Persistent uniform issues on 3+ occasions	Reflection Room until the issue(s) is resolved	Year Team book place in Reflection Room Year Team contact home to resolve the issue(s)	Discuss with pupil and correct the uniform issue(s)
Persistent wearing of Facial Piercing(s) on 3+ occasions	Reflection Room until the issue(s) is resolved	Year Team book place in Reflection Room Year Team contact home to resolve the issue(s)	Discuss with pupil and correct the piercing issue(s)
Failure to attend 15-minute 'Late' detention	Escalate to 30-minutes Year Team detention	Teacher to email year team if pupil refuses to stay.	Discuss with pupil and remind them to attend the detention
Late to the academy on 2+ occasions without	30-minutes Year Team detention	Year Team monitor lates and issue / supervise 30-minute detentions logged through Arbor	Discuss with pupil and reinforce the

Example Behaviour(s)	Consequence(s)	Expectations of Staff	Parental Support and Involvement
medical or other valid reason		Year Teams contact home to discuss pupil's punctuality	importance of punctuality
Late to 3+ lessons in a week	30-minutes Year Team detention	Year Team issue / supervise 30-minute detentions Year Teams contact home to discuss pupil's punctuality	Discuss with pupil and reinforce the importance of punctuality
Unauthorised use of mobile phone / smart watch in the academy or mobile phone on view (4 th and subsequent occasions)	Mobile phone / smart watch confiscated and collected by parents / carers	Lesson Teacher contact On-Call to collect the phone / smart watch Confiscating Teacher record in Arbor and place the phone / smart watch in a clearly labelled envelope. Deliver to the Headteacher's PA's office. Year Teams contact home to request parental collection	Discussion with pupil. Continue to collect mobile phone if confiscated more than 3 times.
Foul, abusive, or derogatory language directed at another pupil or a member of staff	1 day in the Reflection Room	Teacher emails year team and records incident on Arbor.	Discuss with pupil the importance of not using derogatory language or swearing
6 Written Warnings in the Pupil Planner in a week	60-minute SLT detention	Tutor records weekly total for each tutee on Arbor each week.	Remind pupil about expectations on the corridors or during social time.
Smoking or vaping on the academy site or outside the academy in academy uniform – First occasion	1-day in Reflection Room	Teacher who sees the pupil vaping / smoking records this on Arbor and emails relevant year team.	Discussion with pupil
Internal truancy	1-hour same day SLT detention 1 day in the Reflection Room	Teacher reports any missing pupils by emailing on-call.	Discussion with pupil and expectations reiterated.
Level 3			
Missed 1-hour Faculty or SLT Detention	Escalate to 90-minutes SLT Detention	Teacher emails Year team who will log a 90-minute SLT detention on Arbor	Discussion with pupil and expectations reiterated.
8 Written Warnings in the Pupil Planner in a Week	90-minute SLT detention	Tutor records weekly total for each tutee on Arbor each week.	Discussion with pupil and expectations reiterated.
2 nd occasion of foul, abusive or derogatory language directed at	1-day Fixed Term Suspension		Discuss with pupil the importance of not using

Example Behaviour(s)	Consequence(s)	Expectations of Staff	Parental Support and Involvement
another pupil or a member of staff		Teacher emails Year Team and SLT outlining the incident and then completes incident form.	derogatory language or swearing.
Smoking or vaping on the academy site or outside the academy in academy uniform – Second and subsequent occasions	1-day Internal suspension	Teacher to report any incidents of vaping / smoking to the relevant year team and record on Arbor	Discussion with pupil and expectations reiterated.
Missed 90-minutes SLT Detention	Escalate to 2-hour Headteacher Detention	Year Team / SLT to track escalation of each missed detention.	Discussion with pupil and expectations reiterated.
Missed 2-hour Headteacher Detention	Escalate to 1-day Reflection Room and Headteacher Detention re-issued	Year Team / SLT to track escalate missed detention to 1-day in the reflection room.	Discussion with pupil and expectations reiterated.

Severe

Severe level consequences **can only be determined by SLT**. The range of consequences considered are shown in brackets against the behavioural concerns as a guide. Parents and Carers are informed in all cases.

Example Behaviour(s)	Consequences
Missed 2-hour Headteacher Detention (1)	1. Reflection Room
Persistent failure to adhere to the Academy's expectations resulting in behaviour that is persistently defiant and unacceptable. (1-9)	2. Reflection Room + 1 hour after school detention
Persistent truancy – 5 or more occasions (6)	3. Internal Exclusion - Reintegration meeting with parents (+1 hour)
Failure to meet expectations in the Reflection Room (1-5)	4. Internal Exclusion + 1-hour detention + reintegration meeting with parent
Failure to attend a 2-hour detention (5)	5. Internal Exclusion + 2-hour detention + reintegration meeting with parents
Persistent classroom removes (1-8)	6. Fixed term suspension + SLT reintegration
Bullying – Physical, Verbal, Social, Cyber (1-9) Additional information on Bullying can be found in our Bullying and Harassment Policy that can be found on our website.	7. Trust School placement + Reflection Room/ Internal Exclusion (The Link) on return.
Child-on-child abuse of any kind including sexual harassment and / or assault (1-9)	8. Managed Move to another school
Failure or refusal to complete consequences associated with Level 3 behaviours. (1-9)	9. Permanent Exclusion
Violence or Assault (1-9)	
Drug / alcohol abuse (6 or 9)	
Offensive weapons (6 or 9)	

Behaviour deemed to be racist (6 or 9)	
Abusive / threatening behaviour (5-9)	

Appendix 3 - Incident Reporting Form and Witness Statement



**Winifred Holtby
Academy**
Respect, Ambition, Achievement
Staff / Pupil Witness Statement



Name of witness making this statement:	
Date of incident:	
Location:	
Pupils / Staff involved:	
<u>Outline of alleged incident.</u>	
Signature:	

Appendix 4

Behaviour Management Observations Review Form

Name of pupil:		Year group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What strategies could we implement to help the pupil achieve their targets?

Additional comments