



Thinking Schools Academy Trust

“Transforming Life Chances”

Behaviour and Learning Policy



This policy was adopted in Sept 21
The policy is to be reviewed once a year

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General Principles

Holcombe Grammar School is committed to creativity, community and cognition. The academy emphasises certain character habits to meet this aim.

Mastery

- We should all aim to develop intellectual habits, such as curiosity, to ensure we are always striving to develop our understanding of new topics.
- We should all aim to develop moral habits, such as honesty and integrity, to master our own actions and behaviours.

Endeavour

- We should all aim to develop performance habits, such as perseverance to ensure we are always striving to work to the best of our ability. Poor effort or lack of homework will be viewed as behaviour issues. (See Appendix G)
- We should all aim to develop civic habits, such as community awareness and volunteering to direct our actions towards positive outcomes.

Thinking

- We should all aim to exercise intellectual habits such as reflection and creativity to react critically to information and the world around us.

Through promoting these character traits, the academy aims to create a calm and positive environment where the rights of all students and staff can be realised. This policy in particular aims to support the following rights of the child:

Article 2: Non-discrimination: All members of the academy community should treat each other fairly and respectfully.

Article 6: Full development: All members of the academy community should apply themselves fully to their work and learning and allow others around them to do the same. Sanctions should be developmental – allowing those involved to reflect, learn and adjust.

Article 19: Protection from Harm: All members of the academy community should refrain from any actions which harm themselves or those around them.

Article 28: Education: All students have the right to be supported in their education and treated with dignity. Any sanction should be applied individually.

The academy's positive expectations of students place a strong emphasis on encouragement and of expecting positive and co-operative behaviour, and as such the co-operation of parents will be sought to modify poor behaviour. The academy strongly believes in a restorative approach as a means of encouraging positive behaviours.

Treating all students with dignity

No student should be humiliated for their behaviour, instead they should be politely reminded of expectations and sanctioned calmly if necessary.

Wherever possible, students should not be subjected to mass or whole class punishments as a result of poor behaviour of an individual – these will often result in students being punished who have met expectations.

Students conduct outside the academy gates

Holcombe Grammar School has the power to discipline students for misbehaving outside of the academy premises whilst travelling to and from the academy and wearing school uniform. Any form of inappropriate behaviour which could adversely affect the reputation of the academy will result in an appropriate sanction being issued as outlined in this policy.

This policy aims to produce a consistent academy response to any bullying incidents that may occur. It should be read in conjunction with the following policies and procedures:

- Attendance Policy
- CCTV Policy
- Child Protection and Safeguarding Policy(which contains the Peer on Peer abuse framework)
- Equality Policy
- Exclusion from School Policy
- Holcombe Grammar School Uniform Guidance
- IT Acceptable use Policy
- Mobile Device Policy
- SEN Policy

This policy is also compliant with:

- Keeping Children Safe in Education 2021
- Equality Act, 2010
- SEND Code of Practice 2015: 0 to 25 years
- Convention on the Rights of the Child

Expectations:

Students will:

- Abide by the home/school agreement.
- Show respect for and cooperate with all members of the academy and wider community and its policy.
- Apply themselves fully to their learning, including being fully equipped and prepared for lessons.
- Complete tasks as directed by staff, first time.
- Aim to develop the virtues of Mastery, Endeavour and Thinking.
- Respect the rights of those around them, including treating everyone equally.
- Be polite, courteous and respectful of those around them, including showing tolerance to those they disagree with.
- Report any incidents of discrimination, disruption, violence, bullying or any form of unpleasant behaviour. (see Appendix B for details on bullying and harassment)
- Treat the academy facilities and buildings carefully and with respect, follow academy building regulations for health and safety.
- Take responsibility for their own behaviour and be socially responsible inside and outside of the academy.
- Wear the correct uniform at all times during, to and from the school day in accordance with uniform expectation.
- Arrive punctually (8:30) to school and all lessons, moving around the site calmly and quietly.
- Refrain from bringing banned items into school. (See Appendix J)

Staff will:

- Maintain high standards for learning and behaviour, by applying principles of positive behaviour management (see appendix A).
- Teach and model appropriate behaviour and high standards of attendance and punctuality.
- Delivery high quality, challenging and engaging lessons.
- Remain vigilant to reward Mastery, Endeavour, Thinking and positive behaviour.
- Act to respect and uphold the rights of children.
- Fairly apply rewards and sanctions to student behaviour.
- Record and monitor the behaviour of students within their care on behaviourwatch.
- Communicate with other staff and parents/carers regarding individual students and their learning, behaviour and achievement.
- Encourage students to be socially responsible both inside and outside of the academy.
- Avoid group sanctions wherever possible.
- Only use positive handling where absolutely necessary. (See Appendix K)

Parents/Carers will:

- Support academy rules and policies.
- Encourage their child to develop the virtues of Mastery, Endeavour and Thinking.

- Encourage their child to make the best of opportunities.
- Work with the academy to promote a culture of academic and behavioural excellence.
- Liaise calmly and positively with the academy to address any concerns.
- Take responsibility for the behaviour of their child, both inside the academy and in the wider community.

Governors will:

- Support the academy in implementing this policy, including sitting on appeals panels if necessary.
- Review this policy regularly.
- Monitor the implementation of the policy.

The Principal will:

- Ensure that the academy behaviour policy is implemented, and to ensure that all staff (both teaching and non-teaching) are aware of the academy policy, and know how to respond effectively to positive and negative behaviours.
- Ensure that all children are educated concerning discrimination and bullying, and that it is understood to be unacceptable behaviour in the academy.

Rewards:

At Holcombe Grammar School, we encourage the development of habitual positive actions. To support students in this, we spend time explicitly teaching positive habits of mind, such as applying critical thinking, clear revision techniques and positive moral and civic virtues. As well as enabling our students to understand positive virtues, we are aware the practice of virtuous behaviour is necessary to form habits.

To support virtue practice, we provide extrinsic motivation through the use of various reward systems. These include:

- Reward points can be issued on Behaviourwatch for meeting or exceeding expectations in class.
 - Students will start each day with 6 reward points, for each lesson and registration. This underlines our expectation that our students will generally choose to do the right thing. This ensures that students who quietly meet expectations are rewarded for their positive choices.
- Reward points can be added to student cards for meeting or exceeding expectations out of class. These can be issued by any staff or school captains.
 - Student record cards can be cashed in with form tutors to gain 5 reward points when full of reward comments. Any negative comments on the card will detract from the amount of points awarded. A new card will be issued.
- Reward points can be used to access items from the school shop.
 - The school shop will contain general stationery items, as well as appropriate items requested by the school council, such as footballs and packs of cards.
- Reward badges and certificates issued by Heads of Year.
- Public recognition of success through assemblies and social media.
- Contact home to praise successes.
- Other significant awards for endeavour and success throughout the year.

All rewards will be regularly reviewed for appropriateness by the school council, with SLT considering requests for rewards to be changed to ensure rewards are meaningful and student opinions are taken seriously.

Sanctions and Processes

Principles of Sanctions

Individual Sanctions - All incidents at the academy should be dealt with whilst maintaining dignity in treatment of all students. Therefore, sanctions will be applied on an individual basis, taking into account the student's individual circumstances and those surrounding the incident. As a result, different sanctions and support may be put in place for different students based upon their needs.

Reconciliation and Growth - Sanctions, whilst acting as a deterrent, should also be used to clarify expectations and move the situation forward so there is no repeat. Students will be asked to complete reflection exercises during detentions. This allows students the opportunity to reflect on their actions, consider their impulsivity and to identify strategies to ensure the undesirable behaviour is not repeated. Sanctions should also only be applied if expectations have been made clear, excepting extreme circumstances. (See Appendix C). Where there are ongoing concerns about future behaviour, students will be placed on report to monitor their behaviour and promote ongoing dialogue to improve. (See Appendix I)

Reasonable adjustments – Staff should apply professional judgement in sanctioning students, taking account of individual circumstances, including SEN and pastoral information available at the time.

Applying Sanctions

In class (see Appendix D for flowmap):

Where students fail to meet academy expectations, staff will follow the following procedure:

First Strike

Remind the student of our expectations, noting their name on the board

This helps students understand our expectations, as well as giving them a chance to reflect on their behaviour.

If behaviour below expectations continues, then:

Second Strike

Warn the student that a sanction will follow if they continue to fail to meet expectations, tick by their name on the board. (See examples in Appendices C and D)

If appropriate, ask student to step outside for brief one-to-one conversation to ensure student understands expectations.

This allows students a last chance to change their behaviour without sanction, accepting that we all need space to develop better habits.

If behaviour below expectations continues, then:

Third Strike

Apply sanction warned about, ticking a second time by their name on the board.

If appropriate, the student should be moved within the class.

A 10-20 minute detention should be issued to the student, and this should be recorded on Behaviourwatch. This will also carry a negative cost to reward points. This detention could be

at break, lunch or after school, and completed by the member of staff issuing the detention.
(See Appendix F)

If behaviour below expectations continues, then:

Park the student out of the lesson

Where possible, students should be parked within departments, either with an available member of staff or into another lesson. If needed, members of staff ‘oncall’ can assist in this process and can be requested through Behaviourwatch.

If the student’s behaviour is more severe or they continue to persistently disrupt learning after this, they will be placed in ‘The Bridge’. Work should be supplied if a student is removed from the lesson.

Being parked from a lesson will incur a school detention set for the next day for 30 minutes.

If a student is parked from a second lesson during the same day, they will remain in ‘The Bridge’ for the rest of the day.

Any student placed in detention will have the opportunity to reflect on their behaviour and how to act differently in the future.

Issuing staff will attend all detentions to discuss behaviour habits and expectations.

Any warning given to a student should be recorded on the board.

A student can be parked early in the lesson if necessary. This will enable good quality of teaching and learning to be delivered without distraction of managing low-level disruption.

Students are expected to listen to staff instructions and explanations in silence. Students are expected to fully engage in their work, producing outcomes to a sufficient standard as determined by staff. If these do not happen then the three strikes then park process is used.

A student can be parked immediately if there is a serious breach of the academy’s expected standards of behaviour. For guidance, please see Appendix C.

Out of class (See Appendix E for flowmap):

Students will carry sanction/reward cards on them, which can be used to record positive and undesirable behaviours around the site. On a fifth negative comment noted, 5 negative points will be added to the student's total. Any positive comments recorded on the card will be deducted from the amount of points lost. Failure to produce a reward/sanction card when sanctions are being applied will result in 5 points being deducted from the student's total and a detention being set.

Reward/Sanction cards may be used to note incidents such as, but not limited to: poor attitude, uniform infractions or boisterous behaviour.

Should an incident occur outside of class, staff should follow the following process:

Mark Card

Note on the student's card how they are failing to meet expectation.

Explain to the student what behaviour expectation is not being met

If behaviour below expectations continues, then:

Warn the student that a further sanction will follow if they continue to fail to meet expectations.

This allows students a last chance to change their behaviour without sanction, accepting that we all need space to develop better habits.

If behaviour below expectations continues, then:

Apply a sanction.

If appropriate, the student may be isolated for the rest of their free time that break or day, such as remaining with duty staff, their Head of Year, or being taken to The Bridge.

A 20 minute school detention should be issued to the student for the next day, and this should be recorded on Behaviourwatch by issuing staff. This will also carry a negative cost to reward points. (See Appendix F)

Any student placed in detention will have the opportunity to reflect on their behaviour and how to act differently in the future.

Staff judgement may escalate sanctions more quickly for serious breaches of expectations.

For persistent or serious failure to meet expectations out of class, students may lose their free time for a day or longer.

Extreme failures to meet expectations.

Extreme failures to meet expectations include but are not limited to: violence against a student or member of staff, threatening behaviour, discriminatory or offensive language or behaviour, persistent disruption of learning, damage to property, rudeness and defiance towards staff or members of the public, bringing the academy into disrepute.

If students engage in extreme failures to meet expectations, they may be escalated through sanction systems more quickly and will be considered for further sanction. This could include being placed in the academy's internal exclusion unit - 'The Bridge', an offsite inclusion facility, a fixed-term exclusion or permanent exclusion. (See Appendix H)

Any student engaging in extreme failures to meet expectations will have the opportunity to submit a written statement, as well as discussing their behaviour with their Head of Year and/or a member of the Senior Leadership Team, prior to any decision being made on applying a sanction.

Appendix A: Positive Behaviour Management Strategies

Poor behaviour is the responsibility of the individual exhibiting it, however, as an academy, we acknowledge that staff can support students to make appropriate decisions and adopt a positive management strategy to help support expected behaviours.

Positive behaviour management is underpinned by 5 clear principles:

Consistent, calm adult behaviour – Staff should model the behaviour they want to see in the classroom. Colleagues would not shout at each other, and this should be avoided with students wherever possible.

First attention to best conduct – Staff should wherever possible focus on rewarding the behaviours we want to see and recognising those who are getting it right.

Relentless routines – Staff should be clear about the systems they will use and their expectations. All staff should support each other and students by consistently following these systems.

Scripting difficult interventions – Be prepared to de-escalate and highlight any failures to meet expectations calmly and clearly.

Restorative conversations – Conversations with students should focus on repairing relationships and supporting students to grow in their habits.

Below are some strategies that staff could employ to assist students in adopting expected behaviours.

Set the scene

To give the best possible start to the lesson staff should:

- Greet students at the door, a personal greeting and a smile will give a positive start
- Have an activity ready for students to engage in when they enter
- Expect the very best from students and be clear about this

Model desired behaviour

Make a habit of demonstrating behaviour you want to see, as many studies show that modelling **effectively teaches students how to act** in different situations.

- Use polite language when talking to or around students
- Maintain eye contact with those speaking
- Keep phones out of sight
- Let others speak uninterrupted
- Raise concerns about others' statements in a respectful manner
- Avoid sarcasm and nicknames

Involve students in clarifying boundaries

Encourage all students to help you build classroom expectations and rules, as **you'll generate more buy-in than just telling them what they're not allowed to do.**

This is especially useful for teachers new to a group. Near the start of the academy year, start a discussion by asking students what they believe should and shouldn't be acceptable in terms of appropriate behaviour.

This may seem like you're setting yourself up for failure, but - depending on the makeup of your class - you may be shocked at the strictness of some proposed rules. Regardless, having a discussion should lead to mutually-understood and respected expectations for your classroom culture.

Remind rather than admonish

Challenge specific behaviours in a constructive manner, whilst stating your expectation. For example:

- “You shouldn't be talking now, do you have a question?” not “Stop talking and disrupting other students”
- “I expect you to focus, can I help you?”, not “Pay attention and stop fooling around while I'm talking”

This basic approach will allow you to keep a friendly disposition, while immediately acknowledging inappropriate behaviour. It also allows you to record that you've stated what a student needs to do to meet your expectations, so if they continue not to meet them, you can now move to strike 2 (warn), strike 3 (apply a sanction) or to park.

Use rights respecting language

Acknowledging students' rights and clarifying how these apply to the situation can help them understand where things are going well and where they may need to improve. For example:

- Every student here has the right to an education, you need to respect that by allowing them to focus.
- All students have the right to not be harmed, you are choosing to ignore that right, so I have to act.
- You have the right to an opinion and I will listen but you need to respect my right to express an opinion as well.
- We all have the right to freedom from discrimination, so your comments here are unacceptable.
- You have the right to a clean world to live in and so does everyone else. Please therefore tidy this up.

Praise Specifics

Vague praise will feel empty. When you notice expected behaviours, specifically acknowledging them will reinforce expectations to the whole class. By rewarding and explaining, we reaffirm what all students should be doing, whilst making our praise meaningful to those receiving it.

Use non-verbal communication – Use signals

Where expectations have already been clarified, often a quick look and a raised eyebrow will be enough to remind students of these. Also, where positive behaviours are noticed but cannot be explicitly affirmed, a smile, nod or thumbs up helps to cement expectations.

Having established routines, such as key phrases, or places in the classroom to stand when waiting for quite, will help students understand what is required of them. Phrases such as ‘pens down, eyes on me...3...2...1’ or ‘I’ll continue when we’re all focussed...thank you’ can support students in moderating their behaviour.

Make positive phone calls home

Students and parents/carers will respond positively to news of success in school. It will also help build a stronger relationship with all involved should there be a need to discuss behaviour falling below expectations.

Rehearse and Perform

Be clear to students about what your routines are and make sure you reuse them often, especially at first. If students are struggling to remember your routines, do stop and reteach them how you expect them to behave in your classroom.

Choices and Consequences

Ultimately students will choose how to behave, therefore give them a choice where things are going wrong. Students should always have an option to improve but if they make a poor decision, that is their choice. When this happens, calmly apply the three strikes/park system and call for support if needed. Focus on teaching the class where possible, rather than spending significant time away from the class trying to persuade a student to make different choices.

On the third second strike, do step out briefly to remind the student how to behave, but don’t become embroiled in an argument. If a student is dismissive and defiant, this should count as a third strike and possibly result in parking. SLT will support you in this where needed.

Appendix B: Bullying and Harassment, including Cyberbullying

Aims

The academy aims to prevent bullying of any sort; to promote a culture of kindness and one in which bystanders are courageous and thus ensure that everyone can operate in a supportive, safe and caring environment. The academy treats bullying and harassment as safeguarding issues and any incidents are taken seriously, as it can cause damage to individual students, both physically and emotionally. Bullying is an anti-social behaviour which affects everyone. We do all we can to prevent bullying and harassment, by developing an academy ethos in which they are not tolerated.

Bullying or harassment of any kind is unacceptable at our academy but if either do occur, all students should feel able to discuss the issue and know that incidents will be dealt with promptly and effectively. All staff have a duty to promote fundamental British values which do not tolerate bullying or harassment. Reports of bullying and harassment will always be taken seriously.

Definitions

Bullying may be defined as any habitual or deliberate hurtful behaviour, usually but not exclusively repeated over a period of time, which intentionally seeks to harm or intimidate another person or group whom they perceive as vulnerable. It is often difficult for those being bullied to defend themselves, and it is often motivated by prejudice.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, biphobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability, or because a child is adopted, in care or a carer.

Bullying may involve complicity through being a passive bystander to situations of bullying.

Harassment may be defined as any unwanted behaviour which people find offensive or makes people feel intimidated or humiliated.

Actions which do not amount to bullying due to not being habitual are still unacceptable and will often amount to harassment. Behaviour that would be considered bullying were it to continue will also be sanctioned by the academy. This includes singular discriminatory comments and singular behaviours similar or the same as those listed below.

Non-exhaustive examples of unacceptable bullying and/or harassing behaviour include:

- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Verbal abuse, by name calling, teasing or making offensive remarks;
- Online abuse or Cyberbullying, which is defined as the use of IT by an individual or group in a way that is intended to upset others;
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours;
- Abuse in intimate relationships between peers, sexual violence, sexual harassment, forced acts, upskirting or initiation activities.
(See safeguarding policy for more information on peer-on-peer abuse)

The seriousness of bullying and harassment cannot be emphasised enough and is among the highest concerns that parents have about their children's safety and wellbeing. Bullying is also a primary concern of children and young people themselves. It makes the lives of its victims a misery: it undermines their confidence and self-esteem and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. It can be psychologically damaging and, at worst, it has been a factor in student suicide.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victims.

It is essential that all students, staff and families understand the importance of challenging inappropriate behaviour. Downplaying certain bullying, violent, abusive or sexually harassing behaviour as 'just banter', 'just having a laugh', 'part of growing up', 'ok between friends' or 'boys being boys' can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse.

Action

The Academy will raise awareness of students' needs through staff training, including the needs of SEND and LGBTQ+ students, and take action to reduce the risk of bullying at the times and places where it is most likely to occur. Anti-bullying will feature as a discussion point for student committees and groups, such as School Council.

It should be made clear to all students what forms bullying and harassment might take. The messages contained in this policy are explained to students in person by Senior Leaders, Heads of Year, tutors and support staff. They will also be re-visited as necessary during Personal Development sessions to all years and reinforced in other areas of the curriculum as the opportunities present themselves, such as assemblies, Drama, English or at the time an incident takes place.

The importance of reporting incidents of bullying and harassment by victims and onlookers to an appropriate person must be impressed upon everyone in the academy. When a case of bullying/harassment is reported it should be dealt with immediately before further incidents occur. Similarly, if a member of staff suspects that a student is being bullied/harassed this should be followed up at once. Any allegations of bullying/harassment will be recorded on BehaviourWatch. The Assistant Principal (Personal Development, Behaviour and Wellbeing) and Student Services Manager will monitor this frequently to check for any emerging patterns of behaviour.

Depending upon the severity of the incident(s) recorded, matters will be dealt with using the sanctions included in the Behaviour Policy. This could in the most severe instances result in the involvement of external agencies, eg Police or Social Services, where criminal activity or safeguarding concerns arise.

Victim's wishes, such as removing a perpetrator from their class, or indeed not moving them, will always be listened to and considered. The victim's and victim's family's wishes will help inform the academy's response, but the final decision will always sit with the academy.

Members of staff who believe that they are the victims of bullying and/or harassment are encouraged to discuss the matter with a member of SLT or HR. The academy has a written grievance procedure which may be invoked in instances of bullying of staff.

All students deserve the opportunity to be helped to understand what acceptable behaviour is. Students are educated through our Personal Development programme, assemblies, and the wider curriculum and culture to raise awareness, the celebration of differences between people, the importance of avoiding prejudice and understanding the criminal laws that apply to harassment, discrimination, assault and threatening or controlling behaviour.

We acknowledge that sometimes group dynamics can lead to negative behaviour and that assigning victim and aggressor labels can be counterproductive. In such situations we aim to educate the group around appropriate, healthy and positive behaviour through restorative justice, role play and other means.

Role of the Principal

It is the responsibility of the Principal to implement the academy anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the academy policy, and know how to deal effectively with incidents of bullying.

The Principal ensures that all children are educated concerning bullying, and that it is understood to be unacceptable behaviour in the academy.

Role of Teaching and Support Staff

All staff in our academy are expected to take all forms of bullying seriously, and to seek to prevent it from taking place.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the relevant Head of Year. Teachers and support staff should do all they can to support the students concerned. If any bullying is seen between members of a class, the teacher will deal with the issue immediately. We would usually invite the students' parents into the academy to discuss the situation and refer as appropriate. Senior staff will establish action in line with behaviour policy. If staff feel that a criminal offence may have been committed they should seek assistance from the police, either indirectly through or in consultation with Senior Staff.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the academy immediately, in the first instance this would usually be the Form Tutor. Parents should feel able to contact other members of staff in addition.

Parents have a responsibility to support the school's anti-bullying strategy, actively encouraging their child to be a positive member of the academy.

The Role of Students

Students are encouraged to tell anybody they trust if they are being bullied or if they are aware of someone else being bullied. Students can talk to their tutor, the student services team or any member of the academy community they trust. Students can inform the academy discretely of concerns via the ReportIt button on the academy website at any time.

Students are encouraged to avoid complicit behaviour, through for example being a passive bystander. Students are encouraged to ‘be an ally’ to anyone experiencing bullying or within any potentially vulnerable group, including but not limited to: age, disability, gender reassignment, race, religion, sex and sexual orientation.

Students are invited to tell the academy their views about a range of academy issues, including bullying through School Council or talking directly to any member of staff.

Useful information about anti-bullying work, including support and advice for schools, parents and pupils, as well as a 24/7 support line and text service can be found through the Diana Award anti-bullying charity. <https://diana-award.org.uk/antibullying>.

Appendix C: Sanction Matrix

This matrix is intended to give guidance to colleagues on an appropriate level of sanction for given student actions. This is intended to guide staff dealing with poor behaviour in the immediacy and does not discuss ongoing stepped sanctions or persistent behaviours. It is not in any way exhaustive or prescriptive and staff will apply professional judgement in its use. Extenuating or aggravating circumstances should be taken into account where necessary. Persistent failures to meet with expectations will likely result in prompt escalation of sanctions.

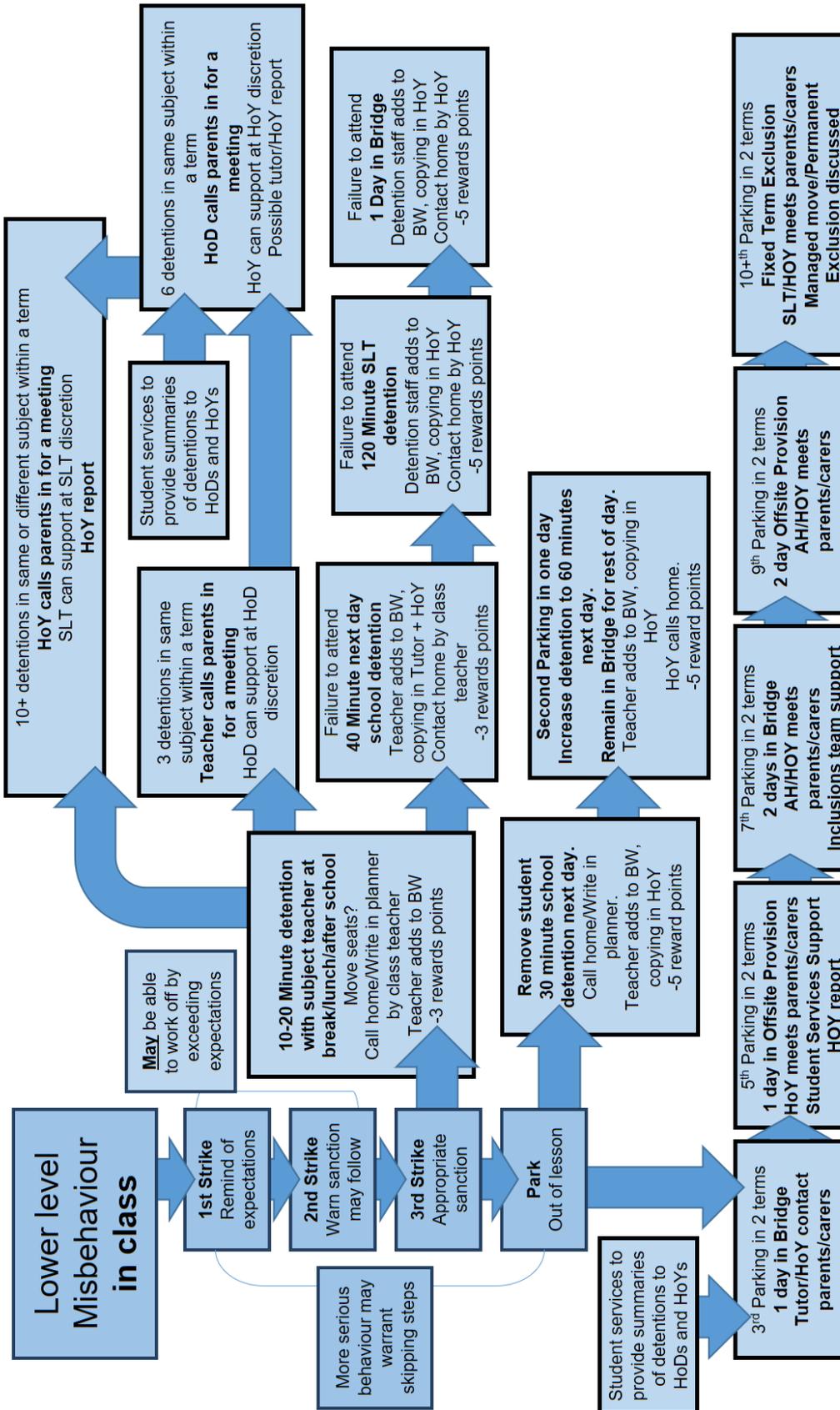
In the classroom:

	Examples	Sanction Guidance	Record on BW and Inform
1	First instance of: Talking in class Shouting out Failing to engage with classwork Lack of equipment.	Remind of expectations, write name on board.	N/A
2	Repeated instance of 1	Warn of potential sanction Tick next to name on board Have one-to-one conversation out of class if appropriate.	N/A
3	Repeated instance of 2 Missed homework Repeated lack of equipment	10-20 minute personal detention. Second tick on board for persistent behaviour.	Parents via planner and teacher informs HoY via BW.
4	Repeated instance of 3 Use of offensive or inappropriate language. Failure to attend class teacher detention.	Park to another room/Bridge. 30 minute school detention (not additional to 10-20 minute personal if issued). Third tick on board for persistent behaviour.	Parents via planner and teacher informs HoY via BW.
5	Fighting Dangerous behaviour Threats to staff Possessing prohibited items Discriminatory or bullying behaviour Damage to property	Park to Bridge.	Record on BW, copying in HoY and SLT for further investigation and sanction.

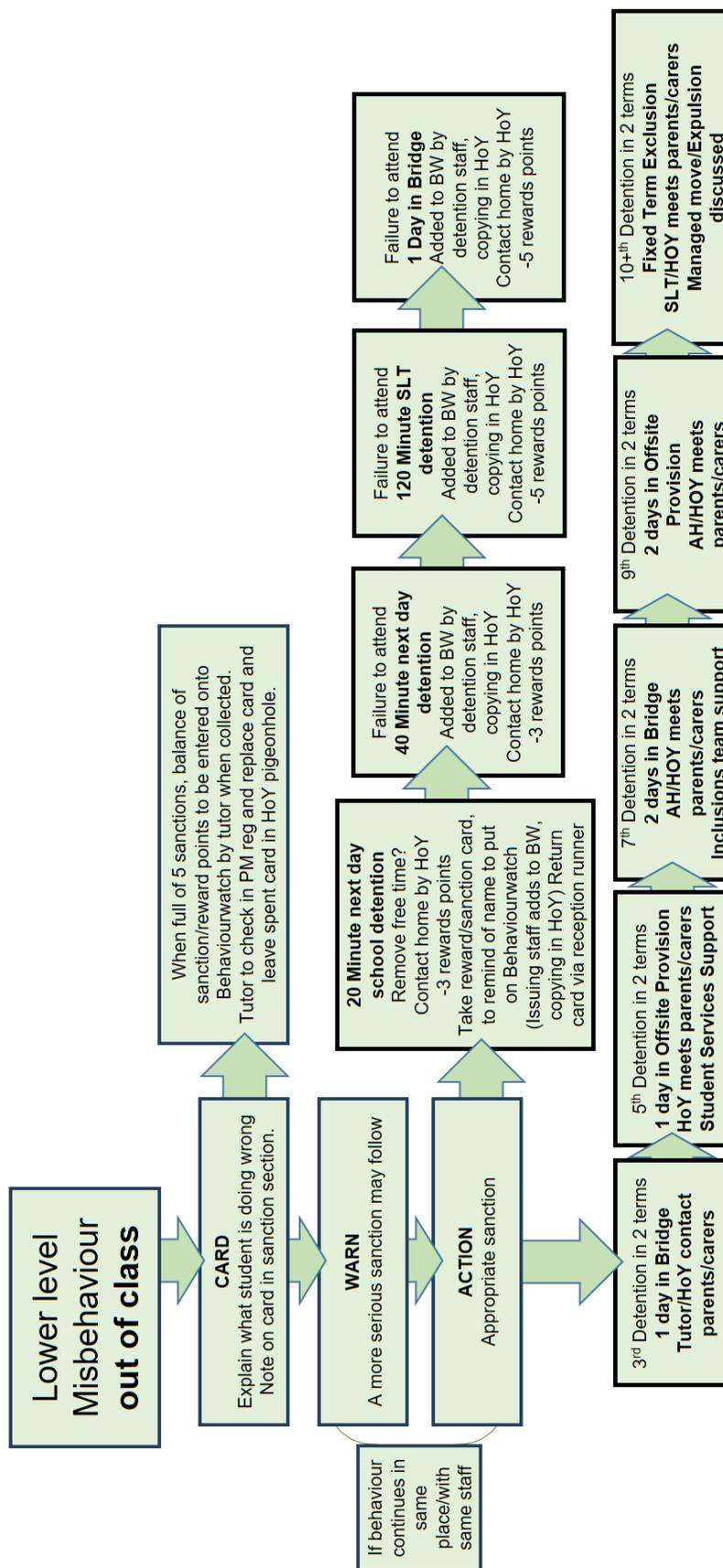
Out of the classroom:

	Examples	Sanction Guidance	Record on BW and Inform
1	First instance of failure to meet expectations, for example: No lanyard Low level boisterous behaviour Littering	Write sanction on card	N/A
2	Repeated instance of 1	Warn of potential sanction	N/A
3	Repeated instance of 2 Use of offensive or inappropriate language	20 minute school detention.	Issuing staff records on BW, copy in tutor to record in planner at end of day.
4	Fighting Dangerous behaviour Threats to staff Possessing prohibited items Discriminatory or bullying behaviour Damage to property Bringing the academy into disrepute	Take to bridge.	Bridge staff to contact HoY/SLT for further investigation and sanction.

Appendix D: In class low level misbehaviour flow map



Appendix E: Out of class low level misbehaviour flow map



Appendix F: Detention System

In order to maintain consistency across the academy it is imperative that the sanction procedures are followed by all staff. In order to ensure incidents are dealt with as quickly as possible, students will be given one chance to complete the set sanction, unless there are clear extenuating circumstances as determined by the SEN/Student services teams, Heads of Year or Senior Leaders. There is a clear hierarchy and increase in the severity of the sanctions the academy can impose, however, a student may enter the system at any of the levels depending upon the severity and frequency of their behaviour.

Personal, reconciliation detentions for lower level transgressions in class should be set for 10-20 minutes. These can be set at break, lunch or after school at the discretion of staff issuing. If after school, parents should be given 24 hours notice. Any detention issued should be recorded on Behaviourwatch by issuing staff. Communication with home should occur via a note in the student's planner by issuing staff.

School detentions run every day at 15:05 in H13.

If student behaviour fails to meet expectations (either for parking out of lesson, repeated poor behaviour out of lessons or failure to attend a teacher's personal detention), staff will enter a student for the school detention the next afternoon, which should be recorded on behaviourwatch by the issuing teacher. A detention sticker/note should be placed in the student's planner by relevant staff. In the case of being parked, this will be the class teacher issuing the detention; in the cases of behaviour out of class or missing a previous detention, this will be the student's tutor. Issuing staff should also phone home where possible for any school detentions set, to enable productive dialogue between parents/carers and their children. Parents should be informed of any school detentions with 24 hours notice, as a courtesy

Should multiple staff need to enter a student to the next day's detention, staff should check the student planner for existing detentions and issue a further detention immediately afterwards both in the planner and on behaviourwatch, up to an hour in total. Should this take the student over one hour, a place in the next available SLT detention should be requested via HoY/HoD.

For students who have been assigned a school detention, teaching staff will also attend their detention to have a discussion about how to improve behaviour and reconcile following incidents. For behaviour outside of the classroom, the senior leader staffing the detention, and/or Heads of Year, will discuss with students how to improve their behaviour.

Students should attend any detention with work to complete and/or a book to read. Once students have completed all required reconciliation conversations. At the discretion of supervising staff, staff may choose to remove students from the school detention to receive subject specific support for the duration of the school detention.

Should students fail to attend a reconciliation detention, they will be issued with a 40 minute school detention the next day. Should this take the student over an hour, or should it happen twice, the student will be placed in the next available SLT detention for 2 hours on the next Wednesday. Should a student fail to attend their SLT detention, they will be placed in 'The Bridge' for the next available school day.

Matters the academy will consider when setting detentions:

- Parental consent is not required for detentions (up to one hour in length)

- Parental consent is not required for same day detentions (up to one hour in length) but it is good practice to give 24 hours notice for any after school detentions
- Detentions should not be set when the student would knowingly be put at risk
- Whether the student has known caring responsibilities which may be affected by the detention
- Whether suitable travel arrangements can be made by the student/parents. 24 hours notice is given to allow parents to make suitable arrangements for any after school detentions

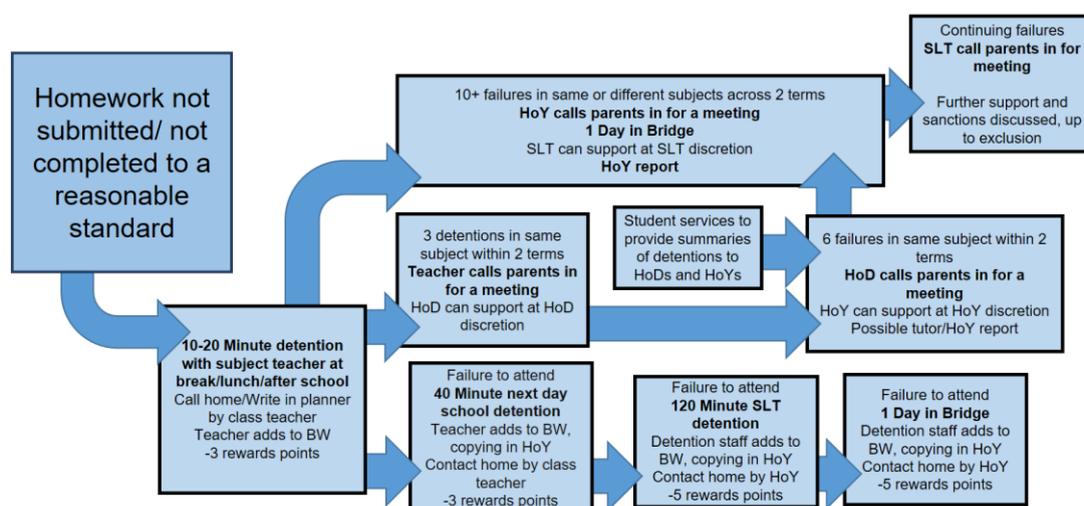
Appendix G: Homework

Homework or self-supported study at home is a pre-requisite for academic success at all levels and as such should be regularly set and encouraged. The establishment of good study habits and a regular allocation of time at home spent on additional work outside of the classroom in the early years of secondary school will assist in raising academic standards. Students at Holcombe should **endeavour** to complete all homework to deadlines set.

No student should be allowed with impunity to evade homework and sanctions must be applied where necessary. Students who have been absent are expected to catch up on all work missed.

Sanctions for failing to produce satisfactory homework:

- The first sanction for homework that is not done, incomplete or of an unsatisfactory standard must rest with the subject member of staff. Reconciliation detentions should be used in the first instance. A reconciliation detention should be set and noted in the student's planner and on Behaviourwatch, giving them time to complete the work prior to the detention, or as a brief support session to complete to a new deadline. Where possible, teachers are encouraged to phone home for any deadlines missed.
- For the third deadline missed in the same subject within 2 terms, the teacher should place the student in a 60 minute school detention. They should also arrange for a meeting with parents, either in person or via teams, to discuss the ongoing issues and resolve a strategy to improve. This should include phone calls home for any further work missed.
- For the sixth deadline missed in the same subject within 2 terms, the teacher and Head of Department should place the students in a two hour SLT detention. They should also arrange for a meeting with parents, either in person or via teams, to discuss the ongoing issues and resolve a strategy to improve. Prior to this meeting the Head of Department should contact the relevant Head of Year to discuss the appropriateness of a tutor/Head of Year report. (See Appendix I)
- For the tenth deadline missed across any subject within 2 terms, the Head of Year should place the student in the Bridge for one day. They should also arrange a meeting with parents in person, to discuss ongoing issues and resolve a strategy to improve. This should include going on a Head of Year report.
- Repeated failure following meeting with a Head of Year may result in meeting with a member of SLT to discuss further sanctions and the future of the student at Holcombe Grammar School.



Appendix H: Exclusions

TSAT Internal Exclusion Units (IEU) – The aims of our Trust Internal Exclusion Units are to improve student behaviour, support staff and reduce the number of fixed term exclusions. IEU should be used if a student has displayed inappropriate behaviour and is deemed unable to attend or return to their timetabled lessons. The option of placing students at an offsite inclusion facility placement should also be considered to help students modify their behaviour. TSAT IEUs will also be used for failing to attend a SLT Detention and for persistent disruptive behaviour and/or serious breaches of this policy.

At HGS, our IEU ('The Bridge') operates between 8.30am – 3.00pm with different break and lunchtimes. Staff working within 'The Bridge' will be aware of and support the needs (including SEN) of individual students. Students may also be placed in 'The Bridge' whilst investigations are carried out after an incident.

Internal Exclusion – Internal Exclusion bookings can be made by Heads of Year (HoYs); these must be verified by a member of the Senior Leadership Team (usually the Assistant Principal – Personal Development, Behaviour and Wellbeing). HOYs and the Student Services Team collect the appropriate evidence and fill in a yellow exclusion form with all sections filled in including a recommended sanction. This is then passed to the appropriate member of SLT for verification of evidence. Once verified the student is booked into the Internal Exclusion Unit and contact is made to Parents/Carers.

Trust Internal Exclusion Units operate from 8.30am until 3.00pm each day and students are expected to arrive promptly with basic equipment and correct uniform at the time they have been advised. Students may be directed to work at an offsite inclusion facility, to help them modify and improve their behaviour, this will usually be from 9:30 to 2:30.

As per the Behaviour Policy, mobile phones and electronic devices are not permitted in the IEU. Students follow their usual timetables with work being provided by teaching staff. Students will be able to access canteen facilities as normal when onsite, but should bring a packed lunch if placed in an offsite inclusion facility. Students who receive free school meals will be catered for wherever they are placed. Students are expected to be well behaved and to comply with our usual high standards and expectations. The work they produce is expected to be of a good standard; this gives Parents/Carers and the Academy the opportunity to praise. All students will be placed on an appropriate report during their time in the Bridge. Failure to reach their expected targets may lead to further sanctions, including more time in the IEU.

Fixed term and Permanent Exclusion – The decision to externally exclude a student can only be made by the Principal. Each exclusion is dealt with on an individual basis and individual circumstances, including diagnosed SEN, will be considered. Only the Principal can make the decision to permanently exclude. Governors may then consider the decision at a disciplinary meeting and make the decision as to whether they will reinstate the pupil or not. This is a final sanction and only used if the behaviour displayed is extreme, endangers the safety and well-being of students or staff or is the result of a persistent breach of academy rules, including the bringing in on site of prohibited items or weapons.

Requests for external exclusion can be made by HoY. HoYs and the Student Services team must collect the appropriate evidence and fill in a yellow exclusion form with all sections filled in including a recommended sanction. This is then passed to a member of SLT (usually the Assistant Principal – Personal Development, Behaviour and Wellbeing) for verification. Once verified, the case will be discussed with the Principal to decide on an outcome. Once verified with the Principal the student is informed and contact is made to Parents/Carers and a date for a reintegration meeting with the student, parent/carers, HoD and/or HoY, a member of SLT and any other appropriate staff.

No student will be sent off site before the end of the day unless contact has been established with Parents/Carers. In the event of contact not being made, the student must remain on site and be withdrawn from class until the end of the school day. Before returning to school all students and their Parents/Carers must have a reintegration meeting with the appropriate HoD/HoY and a member of SLT. If Parents/Carers fails to attend

the meeting, the student may be placed to work in 'The Bridge' until a Parental Meeting has taken place. There is a legal requirement for parents to return students to school once the exclusion period has ended, and no student should miss time at school due to difficulties in arranging a reintegration meeting.

Appendix J: Report Procedure

The report system is used to support and monitor the behaviour and attendance of students. A judgement will be made as to the appropriate level of report and the student should report to the member of staff they are on report to at the start and end of the day. The member of staff issuing the report must fill in the appropriate details on the report. It must be clear what the student's targets are and these should be specific to their needs. The student is responsible for handing the report to subject teachers at the start of each lesson and then handing it to the appropriate member of staff at the end of the day. It is important that all staff use the report system to inform the appropriate members of staff of a student's progress and therefore should be filled in accurately. It is also important to ensure the appropriate sanction is put in place by the class teacher.

A student can fail their report by not engaging with it. This includes:

- Failing to collect or hand in their report.
- Failing to get it signed by their class teacher (or parent/carer where required).
- Failing to meet their targets (for example, by receiving '3s' across two or more lessons throughout the day).
- A number of different reports may be used depending on the students' needs.

Reports should also allow students to reflect their successes and should be celebrated via positive contact home when targets are being exceeded.

Tutor Report (Green) – This type of report should be used in response to whole Academy behavioural issues and is issued and monitored by the student's Form Tutor. This report should last no longer than a period of two weeks. Failure to complete Form Tutor report will result in the student advancing to HoY report. The tutor should contact Parents/Carers when the student is placed on report and if the student does not engage.

HoY Report (Amber) - This type of report should be used in response to more significant and persistent whole Academy behavioural issues, returning from an exclusion or for failing Tutor report. It is issued and monitored by the student's HoY. This report should last no longer than a period of two weeks. Failure to complete HoY may result in spending time in 'The Bridge'. The HoY should contact Parents/Carers when the student is placed on report and if the student does not engage. It may also be appropriate to organise a meeting with the students' Parents/Carers.

Attendance Report (White) – This type of report should be used in response to a student with persistently poor punctuality and attendance. It will be issued and monitored by the Attendance Office/Student Services. Please see the Attendance Policy for more information.

Appendix K: Non-permitted items

Banned items in Holcombe Grammar School include but are not limited to:

- Any illegal substance, weapons or imitation weapons.
- Any item that poses a threat to others.
- Any item that has been, or is believed to have been, stolen
- Alcohol
- Tobacco and cigarette papers or any form of electronic cigarette, vaping pen or associated equipment.
- Fireworks or any items including gunpowder.
- Pornographic images or materials.
- Any article that has been, or is likely to be used to commit an offence, cause personal injury, damage to property or offend others
- Chewing gum
- Any item of incorrect uniform, such as a hoodie.
- Energy drinks, fizzy drinks and food items likely to have a negative impact on effective education (ie high sugar content foods)
- Any items of inappropriate jewellery
- Aerosol cans including deodorants
- Combs with exposed metal parts
- Water pistols, water bombs or associated items
- Powered transporters, e-scooters or similar devices (these are illegal on public highways)

This list will be reviewed regularly and may be added to instantly if a new item is deemed to be inappropriate for school by SLT.

Mobile Phones

The academy recognises that many students travel a significant distance to and from the academy on public transport and communication with home during this time may be essential. Therefore students are allowed to bring a mobile device with them to the academy.

However, mobile devices should be turned off during the school day and kept in a safe place. This can be in a locker for example.

Students in Year 7-11 are not allowed to use their mobile devices at break or lunch, or during lessons, unless specifically given permission by a member of academy staff. This could be for an educational reason, such as using a calculator function, or in an emergency. If a member of staff gives permission to use a mobile device, this is only granted for so long as the student remains with that member of staff.

Searching Students

Academy staff can search a student for any item banned under the academy rules, if the student agrees. In addition, the Principal, or any member of staff authorised by them, has a legal right to search students (including bags, mobile devices and lockers) without consent, when there are reasonable grounds for suspecting that a student has certain prohibited items.

These items are knives and other weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette

papers, fireworks, pornographic images and any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property.

The Principal or delegated members of staff can search a student on academy premises or anywhere else where students are under the charge of the member of staff conducting the search, such as during an off-site educational visit. Academy staff can seize/confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to academy discipline. The academy is not legally required to inform parents before the search takes place.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Confiscation of property

The academy reserves the right to confiscate, retain or dispose of any items that it considers to be inappropriate if reasonable to do so. This may include, but is not limited to all items listed above. Mobile phones will be confiscated if used around the academy without staff permission.

Confiscated items may be retained for a period of time or until a Parent/Carer collects them. Some items may be disposed of or handed to a responsible authority such as the Police. Mobile devices will be made available to collect at the end of the school day to facilitate journeys home, unless there is a clear reason not to.

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Any data or files may be erased if necessary.

Weapons, knives and extreme or child pornography must always be handed over to the police, otherwise it is for the academy to decide if and when to return a confiscated item.

Appendix L: Positive Handling

The academy and its staff may use reasonable force to either control or restrain a student if necessary.

The term reasonable force refers to the use of physical contact with students to prevent violence or injury. Physical intervention and reasonable force should be used as a last resort. All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It also applies to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on an academy organised visit.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. This may include, but is not limited to the following:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts an event or a school trip or visit.
- Prevent a student causing deliberate damage to property.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts.

The use of reasonable force extends to carrying out a search of a student without consent for the following prohibited items.

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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.

Reasonable force should not be used to search for other items banned under the academy rules or as a form of punishment at any time.