



Behaviour Policy

September 2021

Reviewed December 2021	Next review deadline: September 2023	Statutory	Executive Lead at ATT: Education directors
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Associated documents:
Uniform Code Mobile Phone Procedure The 'Hathaway Way'
Links to:
<ul style="list-style-type: none">• Safeguarding Policy• E-Safety Policy• Anti-Bullying Policy• Social Media Policy• Curriculum Policy• Reasonable Force Policy• Code of Conduct• Home-Academy Agreement• Data Protection Policy

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

We believe that in order for our students/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising students outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage student behaviour most effectively when they are **warm but strict**. They encourage students to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the student's viewpoint. Authoritative teachers engage in discussions and debates with the student although ultimate responsibility lies with the teacher. In this way, students learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that students are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to students, staff and parents in the relevant sections of the 'Hathaway Way'.

1 Legal framework and definitions

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Student Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and student referral units (PRUs) in England 2017*

2 Scope of this policy

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy students.

2.2 Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for students, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of students. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'students' includes all learners in our academies.

3 Academy curriculum

- 3.1 The curriculum has a vital role to play in developing students' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Students are taught what constitutes good behaviour and what the benefits of good behaviour are.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports students to be confident, resilient and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Students respond better to praise and encouragement than punishment.

4 Roles and responsibilities

4.1 Staff members will

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a student's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all students fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of students
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding students' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual students or groups of students
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of students' work
- provide specific support for SEN/disabled students and vulnerable students. Take language and cultural barriers into consideration where students have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

4.2 Students will

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community
- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other students and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

4.3 Parents/carers will

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as students of our academies, in accordance with the uniform code.

5 Classroom behaviour

- 5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.
- 5.4 When a student acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

6 Students' conduct outside of the classroom

- 6.1 Whilst using the corridors and surrounding area of our academy buildings, students must act in a responsible and respectful manner, as would be expected in a classroom.
- 6.2 We expect our students to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when
- students are taking part in any academy- organised or academy related activity
 - students are travelling to or from our academies
 - students are wearing academy uniform
 - students are in some way identifiable as a student at one of our academies
 - students' behaviour could have repercussions on the orderly running of our academies
 - students' behaviour poses a threat to another student or member of the public
 - students' behaviour could adversely affect the reputation of our academies.

7 Sanctions for poor behaviour

- 7.1 Sanctions are given when a student's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.
- 7.2 Sanctions are issued sparingly and only where appropriate; however, if a student fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the students in question.
- 7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a student is
- made by a paid member of staff, or a member of staff authorised to do so by the Principal
 - made on the academy premises or whilst the student is under the charge of a member of staff
 - reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding students with special educational needs and disabilities, and any other equality rights.

We recognise our legal duty to prevent students with a protected characteristic from being disadvantaged. Our special educational needs coordinator will evaluate a student who exhibits challenging behaviour to determine whether they have underlying needs which are currently not being met. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify and support special educational needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for the student. We will work with parents and carers throughout the process and co-create the plan and review it on a regular basis.

- 7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.
- 7.5 Sanctions
- relate to a specific task or action and will be applied clearly

- are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
 - reinforce **our** core values and ethos
 - do not focus repeatedly on the same issue without progress
 - do not have a negative effect upon others.
- 7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure students understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.
- 7.7 We always consider whether the behaviour under review gives cause to suspect that a student is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 7.8 We take a graduated response to students whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the student and includes:
- a) an assessment to establish a clear analysis of the student's needs, which may include referrals to other agencies or specialists
 - b) a plan setting out how the student will be supported, which will include consultation with parents/carers
 - c) the required action to provide the support
 - d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.
- 7.9 We consider a student's special educational needs when dealing with their behaviours.
- 7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.
- 7.11 There is an expectation that, following an incident which requires a student to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the student and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the students are met and de-escalation strategies are used appropriately.
- 7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

8 Use of suspensions (fixed period exclusion) and permanent exclusions

- 8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a student from our academy.
- 8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.
- 8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as
 "the practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student."

- 8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 8.4 The decision to exclude a student is a serious one and will only be taken
- in response to serious or persistent breaches of this policy, **and**
 - if allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy.
- 8.5 Where a student breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.
- 8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the student and will only be used as a last resort.
- 8.7 A student may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another student or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of "prohibited items" listed in 9.2 or banned items. Where a student is involved in breaking the law the Police will be informed.
- 8.8 Students can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 8.9 Before deciding whether to exclude a student, either permanently or for a fixed period, the Principal will
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - allow the student to give their version of events
 - consider if the student has special educational needs (SEN) in accordance with the SEN Code of Practice.
- 8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education's latest [statutory guidance](#) to the legislation that governs the exclusion of students from maintained schools, student referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

9 Use of detention

- 9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.
- 9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the student does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by (text message, phone call, letter or email). Staff will not issue a detention outside of academy hours where they know that doing so would compromise a student's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

9.4 With lunchtime detentions, staff allow twenty minutes for the student to eat, drink and use the toilet.

10 Confiscation of Inappropriate Items

10.1 Members of staff are able to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely in the Academy safe.

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- 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.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned once parents/carers are met with.

10.5 A log is kept to record all confiscated items (see Appendix C).

11 Power to use reasonable force and right to search students

11.1 Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- 11.2 Members of staff can seek student consent to search for any item above, or being led to believe that a student is in possession of an item that could jeopardise the health and safety of students and staff. Force cannot be used to search for these items.
- 11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** 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. Please refer to our Use of Reasonable Force Policy for further details.
- 11.4 Should a student refuse to be searched academy staff should first contact the student's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the student until such time that the police can carry out the search.
- 11.5 There must always be two members of staff present when a student is searched and we aim to ensure that at least one of these members of staff is the same gender as the student.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a student in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the student, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

12 Seclusion, isolation and calm rooms

- 12.1 Disruptive students can be placed in an area away from other students for a limited period, in our RAPT/IPU room. We will only ever use isolation that prevents a student from leaving a room of their own free will in exceptional circumstances and where the student's safety is at risk by leaving the room.
- 12.2 We consider student wellbeing before placing a student in isolation and have due regard for any safeguarding, student welfare and health and safety consideration for each individual.
- 12.3 Appendix B – Procedures for Sanctions specifies how long a student may be kept in RAPT and/or IPU. Students are not kept in RAPT/IPU for more time than is necessary.
- 12.4 It is very important that students are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the student to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Students in isolation are given time to eat or use the toilet.
- 12.5 Students with SEND or who are being assessed for additional support or an EHCP need to be supported where they are accessing a different pathway of support, which could include the use of a calm room. A calm room **must not** be used for the purpose of a sanction. Please see Appendix D for approach and procedures to the setting up and establishment of a calm room or space.

13 Bullying

- 13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another student or students including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 13.2 We expect our students to be involved in developing our anti-bullying policy. Students identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

14 Drugs, tobacco, alcohol and illegal substances

- 14.1 Students are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.
- 14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.
- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

15 Weapons

- 15.1 The law recognises three categories of offensive weapon:
 - Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
 - Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
 - Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.
- 15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.
- 15.3 Students are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.

15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.

15.6 Confiscated weapons are given to the police as soon as reasonably practicable.

15.7 Parents are informed of their child's involvement in any activity related to weapons.

16 Mobile phones

16.1 Mobile phones are not allowed to be used by students for social activity during the academy day.

16.2 Whilst we accept that students may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

17 Child protection and safeguarding

17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

18 Outside agencies

18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our students and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate students.

18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of students, particularly when programmes are not deemed to be successful.

19 Staff training and support

19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving student behaviour and attitudes.

19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the student to for further support.

19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

20 Record keeping and data protection

20.1 We keep a record of incidents of misbehaviour and positive behaviour.

20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by

- Gender
- Ethnicity
- EAL
- Student premium

- SEND
- Disability
- Age
- Religion
- Sexuality
- Children Looked After.

20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.

20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.

The Hathaway Academy

Positive Reinforcement and Rewards Procedure

- The impact of positive reinforcement, and acknowledging positive behaviours, far outweighs any negative reinforcement. It is vital to build positive relationships with students, and highlighting/recognising the behaviours we expect is pivotal in ensuring this occurs.
- In lesson, student's names should be recorded on the board to draw attention to those students who have received positive points. At the end of the lesson you will record these on SIMs via 'Achievement Points'.
- At break/lunch time, or whilst on duty, it is also important to recognise students who are demonstrating behaviours and the Pride Drives, and issue them with positive points.

1.1 Positive points:

- Issued when students demonstrate our Pride Drives.
- Positive points relate to our Achievement Ladder where students will receive a reward based on the number of points they accumulate.
- Top three students who receive the most positive points each week, per Faculty, have a queue jump pass.

1.2 Tutee of the week:

- Tutors choose a tutee of the week based on who they believe has consistently demonstrated the Pride Drives over the week.
- This is celebrated within assembly.
- Students receive a postcard, a letter home and positive points.

1.3 Student Recognition:

- **Half Term** - Each subject nominates a student per year group. Nominated students receive a postcard/certificate.
- **Half Term** – Each Faculty Assistant Principal and Progress Leader nominate a student per year group to receive a postcard, who they believe has consistently demonstrated the Pride Drives.
- **Termly** - 100% attenders are put into a draw (for each faculty) and a random generator selects three students who each receive a voucher.
- **Termly** – students who have zero negatives are put into a draw (for each faculty) and a random generator selects three students who each receive a voucher.

1.4 Going 'Above & Beyond':

- **Principal's commendation** – students acknowledged by the Principal each half term. Courtesy of nominations from each Coordinators based on outstanding work.
- **ALT invitation** – students who have produced an exceptional piece of work are invited to present this to the Senior Leadership Team.
- **Tea with the Principal** – students who are put forward for a commendation will be invited to have a drink and biscuits with the Principal.

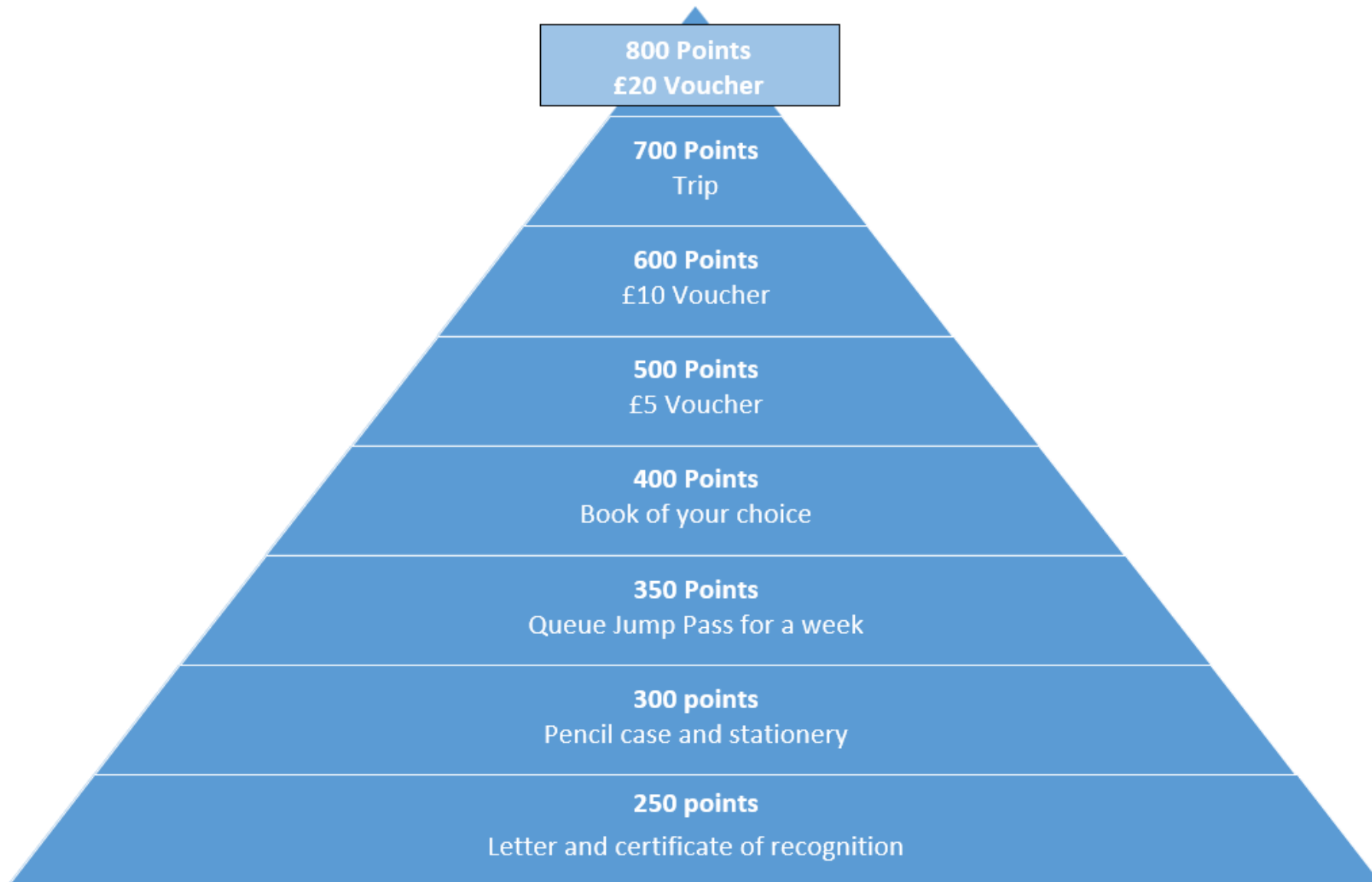
1.5 Badges:

- Outstanding attendance and punctuality, along with less than 3 negative points will mean you achieve the next stage in the badge journey. For each stage (Bronze/Silver/Gold/Coloured Tie/Outstanding Achiever) there are 3 levels. Level 1, Level 2 and then Level 3, of which secures the full stage.

1.6 Exceptional Attendance:

- Students who have five years of exceptional attendance (100%) receive a tablet.
- 100% attendance each year puts you into a draw to receive a voucher.

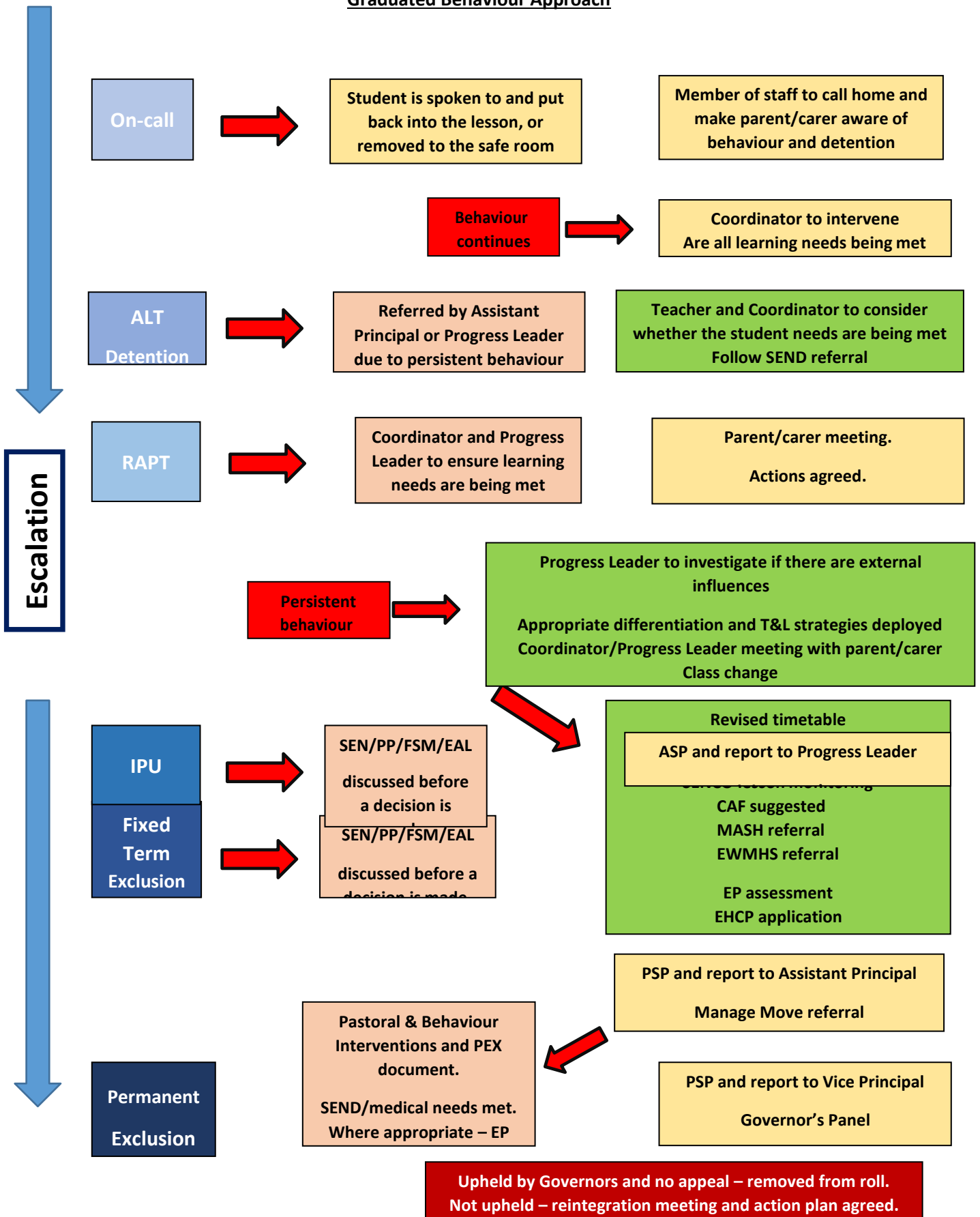
The Hathaway Academy Achievement Ladder



The Hathaway Academy Sanctions Procedures
ALT Detention, Reflection and Progress Time (RAPT), Individual Progress Unit (IPU) and
Suspensions

	ALT Detention	RAPT	IPU
Length of time	2.45pm – 4.15pm	1 lesson to a full day (unless asked to repeat)	2 – 5 days - 9.10am – 3.45pm
Parents/Carers made aware	Initial member of staff setting ALT. Reminder call by Behaviour Team.	RAPT Lead calls home immediately regarding any student who enters the room, and the reason.	Lead to phone home and make parents/carers aware.
Reasons for sanction	<ul style="list-style-type: none"> • Receive 2 x on-calls in a week. • Failure to attend a FAD for the second time in a week (after it has been rescheduled once). • Failure to attend a Late detention for the second time in a week. • Breach of H&S. • Bring the Academy into disrepute. • Derogatory language used. Mobile phone seen/used.	<ul style="list-style-type: none"> • Refusal to go to the safe-room. • Repeat uniform infringement. • Verbal or physical altercation which causes disruption. • Pending an investigation. • Threatening behaviour towards another student. • Time out from lesson due to an incident. Write an account of an incident.	<ul style="list-style-type: none"> • Behaviour that completely impacts on and/or disrupts the progress of others, and interferes with the Teaching and Learning. • Failure to attend or refuses an ALT detention. • Failure to complete or attend RAPT. • Derogatory language towards a student and/or member of staff. • Breaking the 'Hands Off' policy. • Assault on a student (<i>severity of assault dictates number of days served and/or escalation to FTE</i>). • Theft. Indirectly bringing the Academy into disrepute, and/or demonstrating severe anti-social behaviour in uniform (<i>e.g., being a bystander/guilty by association, inappropriate use of social media, behaviour in a shop</i>).
Follow Up	Behaviour Interventions Manager calls home for non-attenders. They are issued with an IPU.	Behaviour team call home to notify parent/carer that student is in the room.	Meeting with Progress Leader on the morning due to return to lessons. Go through reflection document, what actions to take and targets.

Graduated Behaviour Approach



Appendix D

Calm rooms or spaces

A calm room is a participatory project that involves the children and young people we serve. It is not a sanction. When children have SEND or are being assessed for SEND, the use of a calm room as a sanction is not acceptable.

It should create and support a culture of empowerment, safety and wellbeing, rather than coercion.

The development of a calm room requires both leadership and agency wide commitment and a specific plan based on the needs of individuals we serve and the resources available

- to empower individuals to practice self-regulation
- to reduce tension and develop skills for maintaining self-control
- to provide a safe space for people to use self-help techniques to manage behaviour and emotions
- to develop practical skills that can be used to self soothe at any time
- a designated space that is designed to be calming to the senses
- a tool to teach calming techniques.

Key considerations

- If the child will not go voluntarily to the 'calm' room, will they be physically directed?
- Can the child leave the room of their own accord, or is the door locked in some way, including being held shut by staff?
- Is the room being used as a punishment, rather than a quiet place of refuge which is welcomed by the student?

If the answer is YES to any of these questions, then the room is inappropriate for a calm room and concerns could be raised.