

Hollingworth Academy

Behaviour Policy and Statement of Behaviour Principles

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how students are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and on journeys to and from the academy.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.
- Any behaviour that disrupts the smooth running of the academy.

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules.
- Failure to comply with academy sanctions.

- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour or verbal abuse that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Misuse of online technology or social media.
- Physical abuse.
- Verbal abuse.
- Abuse relating to disability, race, gender identity or sexuality.
- Smoking and Vaping.
- Any behaviour that brings the academy into disrepute.
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Vapes/e-cigarettes
 - Tobacco and cigarette papers
 - Alcohol
 - Illegal drugs and contraband
 - Stolen items
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group.

Bullying is, therefore:

- Deliberately hurtful.
- Specifically targeted at an individual or group.
- Repeated, often over a period of time.

Bullying can include:

Type of bullying	Definition – Included but not limited to
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Racial	Racial taunts, graffiti, gestures.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of our academy approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and Responsibilities

5.1 The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.

- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Recording behaviour incidents.

The pastoral and Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct.
- Support their child to attend the academy dressed in line with our uniform, dress and appearance policy.
- Support the academy in implementing school sanctions.
- Inform the academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the pastoral year team promptly.

6. Student Code of Conduct

Students are expected to:

- Behave responsibly in an orderly and self-controlled way.
- Show respect to members of staff, visitors, each other and themselves.
- In class, make it possible for all students to learn.
- Move quietly around the academy.
- Treat the academy buildings, property, and environment with respect.
- Dress and present themselves in line with our uniform, dress and appearance policy.
- Accept sanctions.
- Refrain from behaving in a way that brings the academy into disrepute, including when outside of the academy building and hours.

7. Rewards and Sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- In person praise.
- Communication with parents/carers about positive choices.
- Special responsibilities/privileges/badges.
- Half termly rewards assembly.
- Student shout outs.

- Rewards events.

The academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Asking the student to leave the classroom.
- Placing students in an alternative classroom for a period of time.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Referring the student to a senior member of staff.
- Communication with parents/carers about negative choices.
- Agreeing a behaviour contract.
- Putting a pupil 'on report'.
- Fixed term suspension from the academy.
- Internal exclusion in our link room.
- Off-site disciplinary placement.

We may use the link room in response to serious or persistent breaches of this policy. Students may be sent to the link room during lessons if they are disruptive, and they will be expected to complete the same amount of work as they would in class.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the academy, such as on an academy trip or on the way to or from the academy. Any incidents that occur outside of the academy that affect the everyday smooth running of the academy may also have sanctions applied.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy and Statement of Procedures for Dealing with Allegations of Abuse against Staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.
 - Employing de-escalation techniques.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded centrally.

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to academy discipline. These items will be returned to students or parents after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

The academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage.

The academy's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Student Transition

To ensure a smooth transition to the next year, staff members hold transition meetings to discuss the needs of individual students.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including appropriate use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring Arrangements

This Behaviour Policy will be reviewed by the Headteacher and the Inclusion, Behaviour & Discipline Committee every two years. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy.
- Safeguarding Policy.
- Anti-bullying Policy.

Appendix 1: Written Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- The Behaviour Policy is understood by students and staff.
- The Suspensions Policy outlines the processes involved in permanent and fixed-term suspensions.
- Students are helped to take responsibility for their actions.
- Families are supportive of sanctions relating to behaviour incidents to foster good relationships between the school and students home life.

The Headteacher, Senior Leadership Team and Governing Body also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.