

Behaviour Policy

The Midland Academies Trust

Executive Principal



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Behaviour Policy 2020

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Behaviour Policy 2020

1. Introduction

- 1.1 By attending a Midland Academies Trust (the Trust) academy/school, pupils and parents/carers are agreeing to uphold and abide by this Behaviour Policy. This Policy sets out our expectations for all members of our community, pupils and staff. It clarifies the sanctions that are in place for any deviation from the Policy.
- 1.2 The academies/schools within the Trust reserve the right, at any time, to respond to any incident in a manner that best serves the interests of their community.
- 1.3 The Trust and its academies/schools expect good behaviour from every pupil.
We have a 'warm strict' approach to behaviour. We care about our pupils and have strict high standards and expectations because we care.
- 1.4 The role of Trust academies/schools goes beyond simply preventing poor behaviour and maintaining good order to systematically promoting positive relationships and good manners. This work involves a clear partnership between parents/carers, the academies/schools and Trust in helping young people become good citizens, able to make a full contribution to society and so live a happy and successful life.
- 1.5 This Policy is consistently and fairly applied and underpins effective education. Academy/school staff, pupils and parents/carers should all be clear of the high standards of behaviour expected of all pupils at all times, as detailed in this Policy.
- 1.6 Policy objectives:
 - i. to provide teaching and learning which fulfils the needs of the individual;
 - ii. to recognise achievement and engage the pupils in all aspects of academy/school life;
 - iii. to provide an orderly environment, where pupils and staff are mutually respectful;
 - iv. to implement rewards and sanctions fairly and without prejudice;
 - v. to develop positive relationships with all partners involved in the education of pupils;
 - vi. to work effectively with parents/carers and the community to ensure the best possible benefit for the pupils.
- 1.7 In a large community there is a need for a clearly understood and agreed set of expectations with regard to behaviour. The management of behaviour at our Trust academies/schools requires that every pupil takes personal responsibility and is ready to learn, by having positive behaviours for learning. We want to work in partnership with parents/carers to ensure their child achieves their best.
- 1.8 This Policy is in line with Department for Education (DfE) Guidance around behaviour and discipline, specifically:
 - i. Teachers have power to discipline pupils for misbehaviour which occurs in academies/schools and, in some circumstances, outside of academies/schools.
 - ii. The power to discipline also applies to all staff.
 - iii. Principals, Trust proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
 - iv. The proprietors of academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of pupils.
 - v. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy/school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006).
 - vi. Teachers can discipline pupils at any time a pupil is in an academy/school or elsewhere under

the charge of a teacher, including on academy/school visits.

- vii. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of academy/school.
- viii. Teachers have a power to impose detention outside academy/school hours.
- ix. Teachers can confiscate pupils' property.

2. Code of Conduct

2.1 General Rules and Expectations: all pupils are expected to follow the general rules for acceptable behaviour including:

- i. arriving on time for morning and afternoon school and to all lessons during the day;
- ii. wearing the correct uniform and follow the expected dress code; (Appendix 4)
- iii. removing all outdoor clothing when entering the building (coats, hats, gloves etc.);
- iv. 'packing their bags', the night before and ensuring they are equipped for their next day of learning;
- v. moving sensibly and quietly around buildings;
- vi. behaving in a respectful, polite and courteous manner at all times;
- vii. eating only at break and lunchtime and in permitted areas;
- viii. drinking only water during lesson time and not drinking in corridors;
- ix. not using mobile phones on academy/school sites;
- x. being responsible for ensuring that books taken home are returned on time and in good condition;
- xi. respecting the academy/school environment, not littering or causing damage to the academy/school sites.

2.2 Lesson Rules for Acceptable Behaviour:

2.2.1 All pupils are expected to follow the rules for acceptable behaviour during lessons including:

- i. arriving on time, properly equipped for the lesson and placing all required equipment on the table ready to start working;
- ii. following instructions, the first time;
- iii. listening to the person who is meant to be talking;
- iv. speaking appropriately at all times;
- v. having self-respect, respect for others and respect for the staff;
- vi. respecting other people's views and their property;
- vii. staying focused on the learning in the lesson and completing an acceptable amount of work;
- viii. following health and safety guidelines for all subjects;
- ix. spending at least an hour each night on home learning or where this has not been set using this time for personal study or revision;
- x. completing every piece of work set to the very best of their ability;
- xi. trying their best, having pride in their learning and setting high goals for achievement.

3. Home-Academy Agreement (*Individual Academies to insert their own version*)

- 3.1 All Trust academies and schools have a Home Academy Agreement, which parents/carers and pupils must follow.
- 3.2 Parents/carers will be asked to sign the Home Academy Agreement annually. Not returning the Agreement does not invalidate it.

Home - Academy Agreement

The Academy expects that as a student, you:

- are punctual and attend the Academy regularly
- always wear your uniform with pride
- work to the best of your ability, complete your Homework on time and meet deadlines
- take responsibility for your own learning, organisation and conduct
- adhere to the internet access policy
- are honest, courteous and well behaved at all times
- show respect for others, their possessions and the Academy environment
- raise any concerns or problems that you might have with us and your parents/carers should they arise

Signed _____ (Student) Date _____

The Academy is entitled to expect that parents/carers:

- support the Academy and policies as set out in the Academy prospectus and on the Academy website
- ensure regular and punctual attendance by your child
- ensure your child comes to the Academy with the appropriate uniform and equipment
- do your best to provide an appropriate environment and time at home to enable your child to complete their Homework
- have aspirational but realistic expectations of your child's ability
- support the Academy's activities and encourage your child to do so
- keep the Academy informed of any changes that may affect your child's learning or wellbeing
- reply to Academy communications and supply absence notes promptly

Signed _____ (Parent/Carer) Date _____

Students and parents/carers are entitled to expect that we as an Academy:

- provide a happy, safe and caring environment for learning
- provide effective learning and teaching
- monitor your child's progress
- actively encourage and praise your child for their achievements
- set appropriate Homework for your child and advise you of our expectations in accordance with the Academy Homework Policy
- advise you about the equipment, books and materials that are required for the Academy
- provide enrichment activities
- communicate with you about your child's safety, progress and 'Behaviour for Learning'
- be professional, fair and consistent in all that we do
- listen to what you have to say

Signed _____ (Form Tutor) Date _____

4. Behaviour Responsibilities

Assistant Principal: Support & Progress

Work with the support of the Pastoral Team and Student Support Manager to manage and co-ordinate exclusions

Analyse behaviour data and to inform and lead on whole school strategies to improve behaviour

Monitor the impact of behaviour. Lead on whole school behaviour interventions

Lead reintegration meetings following external exclusion and the appropriate behaviour panel meetings

Work collaboratively with the student support manager to co-ordinate and intervene with vulnerable students in need of behavioural interventions (including working with external providers and the ABP)

Student Support Manager

Overview of students' behaviour on a short term and long term basis

To ensure that all pastoral leaders celebrate success and work with parents

To have an overview of behaviour panels and PSPs implemented by pastoral leaders

Pastoral Leader

Monitor students' behaviour on a regular basis

Celebrate successes and monitor students who make poor behavioural choices, take responsibility for communicating this to parents and working with parents to support students

Work collaboratively with Directors of learning to support students who make poor behavioural choices. Communicating with parents and working with parents to support students

Provide the student support manager and the AP with an overview of behaviour in their year group

To run and lead on detentions for year group

Director of Learning/Assistant

Director of Learning

Manage behaviour in curriculum areas

Contact parents/careers about students behaviour (positive and concerns)

Implement curriculum based interventions

Form tutors

To take responsibility for and manage behaviour in lessons

Be the first point of contact with parents

To raise profile of rewards and ensure rewards are logged onto SIMS

Classroom teacher

Take responsibility for and manage behaviour in lessons

Consistently apply the Rewards and sanctions policy

Contact parents as required about their child's behaviour

Ensure DOLs are kept informed about individuals and groups behaviour

5. Behaviour, Rewards and Sanctions

5.1 The Trust encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

5.2 Example of unacceptable behaviour are given below, (this is not an exhaustive list):

<p>Lateness</p> <p>Arriving late for the start of the academy/school day or late to lessons during the academy/school day.</p>	<p>Disruption</p> <p>Talking or chatting.</p> <p>Not listening.</p> <p>Refusing to work / producing an inadequate work.</p> <p>Shouting out.</p> <p>Inappropriate language.</p> <p>Using a mobile phone.</p> <p>Chewing, eating or drinking.</p> <p>Making noises, tapping, and throwing things, wandering around the room.</p>	<p>Lack of Equipment</p> <p>Failing to have the following basic equipment. E.g.</p> <ul style="list-style-type: none"> - a strong sensible bag; - two pens, two pencils, a ruler, a rubber; - a calculator; - a Pupil Planner. <p>Forgetting or failing to complete home learning.</p> <p>(See school uniform/equipment expectations.</p>
<p>Non-compliance</p> <p>Talking over a teacher.</p> <p>Answering back.</p> <p>Not following instructions.</p> <p>Being rude.</p> <p>Arguing with a teacher.</p> <p>Not wearing correct uniform.</p> <p>Walking out of lesson.</p>	<p>Damage to Property</p> <p>Deliberate misuse or damage to the property of another pupil or a member of staff.</p> <p>Deliberate damage to Academy buildings, fittings or equipment.</p> <p>Vandalism.</p>	<p>Uniform / Jewellery</p> <p>Failure to wear the correct uniform.</p> <p>Wearing jewellery other than that permitted as set out in the /Uniform Expectations.</p>
<p>Litter</p> <p>Dropping litter within the building or anywhere on the academy/school site.</p>	<p>Swearing</p> <p>Using unacceptable language</p>	<p>Bullying</p> <p>Cyber / online bullying.</p> <p>Physical bullying.</p> <p>Verbal bullying.</p> <p>Threatening behaviour.</p>
<p>Racist or Prejudice incident</p> <p>Using racially offensive language or gestures,</p>	<p>Theft</p> <p>Taking an item without permission from the owner.</p>	<p>Smoking</p> <p>Smoking or carrying materials on the academy/school site, whilst in uniform, travelling to or from academy/school or on an academy/school visit.</p>
<p>Drinking</p> <p>Drinking or carrying alcohol on the school/academy site, whilst in uniform, travelling to or from academy/school, on an</p>	<p>Drugs</p> <p>Possessing, using, distributing, supplying or dealing in any illegal drugs on site, whilst in uniform, travelling to or from</p>	<p>Offensive Weapons</p> <p>Carrying any offensive weapon on the academy/school site, whilst in uniform, travelling to or from academy/school or on an</p>

academy/school visit or activity.	academy/school on a visit. Any involvement in illegal drugs.	academy/school visit or activity.
Verbal Assault Any outburst of aggressive, violent or threatening language directed at a pupil or staff member.	Physical Assault Any physical, aggressive or violent attack against another pupil or staff member. Fighting between pupils.	Any other extreme behaviour including inciting others to extreme behaviour.

5.3 Behaviour Procedure

- 5.3.1 Trust academies/schools have a range of options and rewards to reinforce and raise good behaviour, and clear sanctions for those who do not comply with this Policy. These will be proportionate and fair responses that may vary according to the age of pupils, and any other special circumstances that affect pupils.
- 5.3.2 When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with this Policy.
- 5.3.3 The Trust expects good behaviour from every pupil. Its aim is to promote good behaviour and to avoid the need for sanctions and exclusions. Good behaviour leads to positive and secure relationships which support:
- i. teaching and learning (behaviour for learning);
 - ii. academic success (attainment and achievement);
 - iii. personal, social and moral development (feeling secure).
- 5.3.4 Trust academies/schools apply a range of consequences for pupils who break the general or lesson rules or behave in an unacceptable way. Consequences are there to remind pupils that they have made a poor choice by breaking the rules or behaving in an unacceptable way. Consequences will be issued fairly and consistently with pupils being given a few moments to respond appropriately and a reason will be given as to what behaviour is expected. All consequences will be logged on the SIMS system.
- 5.3.5 The system of applying consequences can be found in Appendix 1.

5.4 Rewards Procedure

- 5.4.1 Trust academies/schools have in place a rewards system which recognises positive behaviour. Pupils will be praised for positive behaviour.
- 5.4.2 Trust academies/schools believe in:
- i. providing a positive and rewarding culture, permeating all aspects of academy/school life, enabling all pupils to achieve their potential;
 - ii. ensuring that all pupils can achieve recognition of their successes and efforts;
 - iii. increasing pupils' self-esteem through consistent, meaningful and positive rewards.
- 5.4.3 Rewards will be given for good work, either individual or over a period of time as well as for sustained effort and organisation. Staff will record rewards given on the SIMS system.
- 5.4.4 The system of applying consequences can be found in Appendix 2.

5.5 Sanctions and Disciplinary Measures

- 5.5.1 Trust academies/schools have a range of disciplinary measures that are communicated to academy/school staff, pupils and parents/carers. These can be found in Appendix 1 and include detentions, seclusion and exclusion.
- 5.5.2 Pupils' conduct outside the academy/school gates and teachers' powers; what the law allows:

- i. Teachers have the power to discipline pupils for misbehaving outside of the academy/school premises “to such an extent as is reasonable”.
- ii. Trust academies/schools will respond to non-criminal bad behaviour and bullying which occurs off the academy/school premises and which is witnessed by a staff member or reported to the academy/school. Pupils can be disciplined for this behaviour, in line with this Policy.
- iii. Teachers may discipline pupils for misbehaviour when the pupil is:
 - taking part in any academy/school-organised or related activity; or
 - travelling to or from an academy/school; or
 - wearing academy/school uniform; or
 - in some other way identifiable as a pupil at the academy/school.
- iv. Teachers may discipline pupils for or misbehaviour at any time, whether or not the conditions above apply, where:
 - there could be repercussions for the orderly running of the academy/school; and / or
 - a threat is posed to another pupil or member of the public; and / or
 - there could be an adverse impact on the academy/school’s reputation.

6. Detention - What the Law Allows:

- 6.1 Teachers have a power to issue detention to pupils (aged under 18).
- 6.2 The times outside normal academy/school hours when detention can be given include:
 - i. any academy/school day where the pupil does not have permission to be absent;
 - ii. weekends - except the weekend preceding or following the half term break; and
 - iii. non-teaching days; usually referred to as ‘training days’, ‘INSET days’ or ‘non- contact days’.
- 6.3 Parental consent is not required for detentions.
- 6.4 As with any disciplinary penalty a member of staff must act reasonably when imposing a detention.
- 6.5 With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- 6.6 Detentions outside academy/school hours: staff should not issue a detention where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy/school hours is reasonable, staff issuing the detention should consider the following ~~points~~:
 - i. Whether the detention is likely to put the pupil at risk.
 - ii. Whether the pupil has known caring responsibilities, which mean that the detention is unreasonable.
 - iii. Whether the parents/carers 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/school detention where the pupil can return home safely.
 - iv. Whether suitable travel arrangements can be made by the parent/carer for the pupil. It does not matter if making these arrangements is inconvenient for the parent/carer.

6.7 Behaviour Panels

- 6.7.1 Trust academies and schools will conduct Behaviour Panels where a pupil has failed to comply with expectations and this Policy, despite intervention.
- 6.7.2 Pupils will attend Behaviour Panels with their parents/carer, or another responsible adult if their parent/carer is unable to attend. The Panel will be constituted of senior academy / school staff

or Raising Achievement Board members.

6.7.3 The Behaviour Panel will undertake an interview with the pupils and the parents/carers which will focus on, the seriousness of the situation, academy/school expectations, areas of concern, and a commitment to the Trust's Behaviour Policy and the Code of Conduct.

6.7.4 Behaviour panel meetings will be minuted and a copy of the notes placed on the pupil file.

7. Seclusion (Internal Exclusion)

7.1 The Trust allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what is often referred to as 'seclusion' or 'isolation'.

7.2 Seclusion or isolation may take place in another Trust academy/ school to allow respite for the pupil and enable them to reflect on their behaviour. All Trust academies/schools ensure the health and safety of pupils and will meet all requirements in relation to safeguarding and pupil welfare when using this measure.

7.3 Staff ensure that pupils are kept in seclusion no longer than is necessary and that their time spent in seclusion or isolation is used as constructively as possible. Pupils are allowed time to eat or use the toilet.

7.4 Pupils placed in internal exclusion at another Trust academy/school will be provided with curriculum work to complete from their usual academy/school, together with a seclusion/internal exclusion report

7.5 Pupils placed in internal exclusion at another Trust academy/school will be required to abide by the behaviour procedures of the academy/school in which they are placed. These can be found via the links below:

i. The George Eliot School <https://www.george-eliot.warwickshire.sch.uk/>

ii. Hartshill School <http://www.hartshill.warwickshire.sch.uk/>

iii. The Heath Lane Academy <http://www.hla.leics.sch.uk/>

iv. The Nuneaton Academy <http://www.nuneatonacademy.co.uk>

7.6 If a pupil misbehaves when serving an internal exclusion at another Trust academy/school or they fail their internal exclusion report, this is likely to trigger a fixed term exclusion

8. External Exclusions

8.1 The Trust follows statutory guidance by the Department for Education.

8.2 There are two types of academy/school exclusion:

i. fixed term for a maximum of 45 days per academy/school year;

ii. permanent exclusion where a pupil may not return to the academy/school;

8.3 Exclusion whether fixed term or permanent, is the most serious sanction.

8.4 The recommended procedures are followed for:

i. fixed term exclusion under 5 days

ii. fixed term exclusion over 5 days;

iii. fixed term exclusion at lunchtimes;

iv. permanent exclusion.

8.5 Any form of poor behaviour could ultimately result in permanent exclusion. All Trust

academies/schools will do their best to support their pupils at every stage of the disciplinary process, to enable pupils to adopt standards of behaviour which support the core purpose of the academy/school; namely teaching and learning.

- 8.6 The full support of pupils and their parents/carers is expected at every stage to avoid any exclusion being permanent.
- 8.7 Pupils are at risk of either fixed term or permanent exclusion if they:
- i. use physical/verbal aggression or bully other members of academy/school or local communities;
 - ii. persistently ignore any aspect of the behaviour for learning policy;
 - iii. act in a manner which endangers the health and safety of pupils;
 - iv. persistently disrupt teachers' teaching and pupils' learning;
 - v. act in a disrespectful manner towards staff.
- 8.8 The exclusion of a pupil is a very serious matter. It is not a step which Trust academies/schools take lightly and it is the consequence of a serious breach of this Policy. Each and every situation will always be thoroughly investigated, judged on its own merits and decided on the 'balance of probability' when all reasonable efforts have been made to ascertain the facts of the situation.
- 8.9 As a general guide, the following behaviour will normally be deemed so serious as to warrant exclusion being the considered as the most appropriate punishment:
- 8.9.1 **Violence and physical assault:**
- i. against another pupil - fixed term / permanent exclusion;
 - ii. extreme or repeated act(s) against another pupil(s) - fixed term / permanent exclusion;
 - iii. violence against a member of staff - permanent exclusion;
 - iv. any act of physical aggression will result in exclusion; the advice is to walk away and seek help from a member of staff immediately.
- 8.9.2 **Sexual assault and sexually offensive and racist behaviour:** fixed term / permanent exclusion depending on the seriousness of the incident.
- 8.9.3 **Drugs and tobacco:**
- i. being in possession of illegal drugs on the journey to and from an academy/school, in an academy/school, on an academy/school activity, or on academy/school transport including buying, selling, distributing, carrying for others or any involvement with illegal substances - permanent exclusion.
 - ii. being in possession of intoxicating liquor or alcohol, any involvement with alcohol on the journey to and from school, within school, or a school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances - fixed term exclusion.
 - iii. being in possession of tobacco or cigarettes, any involvement with tobacco or cigarettes on the journey to and from or within academies/schools, or a academy/school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances - internal / fixed term exclusion.
- 8.9.4 **Vandalism and theft:** fixed term / permanent exclusion depending on the severity of the incident and also any danger caused to others.
- 8.9.5 **Defying a member of staff:** fixed term / permanent exclusion.
- 8.9.6 **Arson, deliberately setting off a fire alarm or tampering with health and safety equipment e.g. fire extinguishers:** fixed term / permanent exclusion.
- 8.9.7 **Extreme appearance:** fixed term / internal exclusion until rectified.
- 8.9.8 **Bullying:** fixed term / permanent exclusion.

8.9.9 Possession of a weapon or replica: being in possession of or supplying an item which has been made, used, or adapted for the purpose to cause harm to, or distress to, others, in academy/school including the journey to and from an academy/school or any academy/school activity, (this includes knives, BB guns and replicas/or actual firearms) - permanent exclusion.

8.9.10 Mobile Phones:

- i. using a camera phone to record, post on the internet and/or exhibit clips for video footage of 'happy slapping', unwanted attention and/or violence towards another person - fixed / permanent exclusion.

Note: where a criminal offence is suspected, the matter will be referred to the Police.

- ii. targeting, abusing or humiliating other pupils, through text-messaging, through voice mail, email or through any other electronic communication will be taken as a form of bullying or harassment and will be treated as a serious offence.
- iii. refusal to hand a mobile phone to a member of staff when requested - internal/fixed term exclusion.

8.10 Notes

8.10.1 Certain examples of behaviour described above are criminal offences. In such cases, Trust academies/schools will involve external agencies such as the Police and Social Services, where appropriate.

8.10.2 Any of the above examples of pupil behaviour will warrant the same sanctions if they happen on journeys to or from academies/schools or whilst on any academy/school based activity such as a field or residential trips

8.10.3 Trust academies/schools reserve the right to add to the above list should the need arise. It must be remembered that the above are only broad guidelines and cannot cover every situation where exclusion may be the correct sanction

8.10.4 An appeals process is in place for fixed term exclusions of over five days and permanent exclusions.

8.10.5 If an exclusion is required, parents are informed by letter of:

- i. the length of exclusion;
- ii. the reason for exclusion;
- iii. their right of appeal.

8.10.6 During an exclusion an academy/school will provide work until the pupil returns. Work must be completed in stages before further work is set. It is the responsibility of the academy/school to set and mark the work. It is the responsibility of parents/carers to make arrangements for the work to be collected and returned.

9. Power to Search, Use of Reasonable Force and Confiscation

9.1 Trust academies/schools operate within the two sets of legal provisions which enable academy/school staff to confiscate items from pupils:

9.1.1 The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

9.1.2 Power to search without consent for "prohibited items" including:

- i. knives and weapons
- ii. alcohol
- iii. illegal drugs

- iv. stolen items
- v. tobacco and cigarette papers
- vi. fireworks
- vii. pornographic images
- viii. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- ix. any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Weapons, knives and extreme or child pornography must always be handed over to the police. In other cases, it is for Trust academy/school staff to decide if, and when to return a confiscated item.

10. Power to Use Reasonable Force

10.1 In line with Department for Education guidance, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

10.2 The Principal and authorised school staff may also 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.

10.3 Definition of Reasonable Force

10.3.1 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

10.3.2 Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

10.3.3 'Reasonable in the circumstances' means using no more force than is needed.

10.3.4 Academies/schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

10.3.5 Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

10.3.6 Academy/school staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

10.3.7 All academy/school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

10.3.8 The Principal and staff authorised by the Principal, can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by academy/school rules.

10.3 When can reasonable force be used?

10.3.1 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

10.3.2 In an academy/school, force is used for two main purposes; to control or restrain pupil.

10.3.3 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

10.3.4 An academy/school can use reasonable force to:

- i. remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- ii. prevent a pupil behaving in a way that disrupts an academy/school event, trip or visit;
- iii. prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- iv. prevent a pupil from attacking a member of staff or another pupil, to stop a fight in the playground or to restrain a pupil at risk of harming themselves through physical outbursts.

10.3.5 An academy/school cannot use force as a punishment; it is always unlawful to use force as a punishment.

Appendix 1.

School Specific Systems for Consequences and Detentions

Heath Lane Academy Expectations are that all students follow the 4 key rules:

- Following staff instructions
- Speak appropriately to others
- Focus on the learning
- Complete acceptable amount of work

Sanctions for not following the school rules:

- CTC (Chance to Change) – a verbal reminder about making good behaviour choices.
- Step 1: A warning about unacceptable behaviours and given a chance to modify these behaviours before a step 2 sanction and detention is issued.
- Step 2: Remain – If unacceptable behaviour continues you will be issued with a step 2 remain and receive an automatic 50 minute after school detention
- Step 2: Remove – If unacceptable behaviour continues you will be sent to the hub and receive an automatic 50 minute after school detention
- Step 2: Truancy / out of classroom behaviour - If unacceptable behaviour is identified out of classrooms which disrupts learning or is deemed dangerous then a step 2 will be issued and you will receive an automatic 50 minute after school detention
- Repetition – If you get repeated step 2s in a day you will be isolated in the hub the following day where pastoral staff will work with you to ensure you know how to and are able to improve your behaviour
- Serious incident – Any student involved in a serious incident may either be isolated in the hub, be isolated at one of our partner schools or be excluded from the school for a period of time

Appendix 2

School Specific Systems for Rewards

The Academy has a rewards system to recognise positive behaviour. Students will be praised for positive behaviour. Merits will be given for good work, either individual or over a period of time as well as for sustained effort and organisation.

Individual departments will have an agreed system for issuing merits. Students should keep a record of the merits they receive in their Student Planner. Staff will record merits given on the SIMS system. Merits are accrued towards the awarding of certificates and star awards over the academic year.

- ‘Learning & Achievement’ Merits – for sustained effort/attitude for learning, enthusiastic approach to learning and working hard; Listening to staff and others; Showing respect and helping others; Challenging and stretching yourself.
- ‘Being Prepared Merits’ – awarded to students by tutors on a weekly basis where they have the expected equipment.
- ‘Above and Beyond’ Award – awarded to students who have been especially helpful or supportive. Students are given an ‘above and beyond’ slip to hand in at the library to receive a small prize;
- Principal’s Award – awarded to students for particularly good pieces of work. Examples will be displayed around the academy;
- Attendance Reward - rewards and certificates awarded for full or improved attendance each half term or for full attendance for the entire year.

Appendix 3. Interventions e.g. Report Cards.

Interventions used include:

- Report Card
- Time Out Card
- Mentoring
- Anger Management 1:1 and group work
- Friendship group
- School counsellor
- Intervention worker 1:1 and group work
- Internal Seclusion at HLA
- Internal Seclusion at another MAT school
- Fixed term exclusion
- Respite school placement

FRIDAY	THURSDAY	WEDNESDAY	TUESDAY	MONDAY	Parent Comment/Signature
Seen By: [] Date: []	Seen By: [] Date: []	Seen By: [] Date: []	Seen By: [] Date: []	Seen By: [] Date: []	
AM Registration A A A A A A A A A A B B B B B B B B B B C C C C C C C C C C D D D D D D D D D D	AM Registration A A A A A A A A A A B B B B B B B B B B C C C C C C C C C C D D D D D D D D D D	AM Registration A A A A A A A A A A B B B B B B B B B B C C C C C C C C C C D D D D D D D D D D	AM Registration A A A A A A A A A A B B B B B B B B B B C C C C C C C C C C D D D D D D D D D D	AM Registration A A A A A A A A A A B B B B B B B B B B C C C C C C C C C C D D D D D D D D D D	



TARGETING BEHAVIOUR PROGRAM

Name: _____ Tutor Group: _____

has been placed on TBP to improve:

- Following staff instructions
- Speak appropriately to others
- Focus on the learning
- Complete acceptable amount of work

INSTRUCTIONS TO PUPILS

1. You need to see
at AM Registration [] | Lunchtime [] | At end of school day []
2. At the beginning of each lesson hand the form to the teacher and collect at the end of each lesson.
3. Each evening you must hand the form to your parents/guardians so that they may read it and sign it.

INSTRUCTIONS TO STAFF

Please grade each lesson:
 A = Excellent
 B = Good
 C = Needs Improving - 30 minutes
 D = Not achieved - 1 hour
 Please sign and comment if you feel appropriate on the back.

ADDITIONAL COMMENTS:

Appendix 4.

School Specific Systems - Uniform, Technology, Mobile Phones, and Acceptable User Policy

UNIFORM

The Governors of the Heath Lane Academy support the view that uniform shall be worn. All children are therefore expected to wear the uniform which is kept as simple and inexpensive as possible.

Uniform can be purchased from School Wear Solutions, *Heath Lane Training Pants are now available* please use this link: <https://www.schoolwearsolutions.com/our-schools/heath-lane-academy/>

- Polishable Black Shoes
- Plain black tailored trousers or knee length black skirt
- Plain white shirt (with stiff collar - must be tucked in)
- School Tie
- Plain black 'V' neck jumper (optional)
- Dark black/navy socks or tights
- Heath Lane Blazer (no cardigans are allowed to be worn in school)

- Make-up should be natural and minimal.
- No extremes of hair style. Hair should be of a natural colour.
- The wearing of jewellery is NOT allowed except for a watch and one small pair of stud earrings (the ONLY exception to this is the Kara steel bangle which may be worn by practising members of the Sikh religion.)
- For Health and Safety reasons jewellery or piercing is not allowed in PE lessons and long hair must be tied back for PE, Science and Design practical lessons.
- Denim is not acceptable. Outdoor clothing must be removed inside the school building.
- Caps/hats are not permitted.
- Nail must be short and nail polish MUST be 'nude' or french manicure only.
- Tattoos are not allowed - Any tattoos reported will be followed up in line with our safeguarding policy.
- Students need basic writing equipment and a bag, and we expect parents to provide these.

Students excused from PE

If students are excused from taking part in PE lessons they must still bring their kit to change into so they can referee, coach or take part in some other way.

PE Kit

- PE Shorts – plain black, with no logo
- PE Jogging bottoms – plain black, with no logo
- Optional sweatshirt for PE – plain black, no logo, No hooded tops.
- PE top – plain blue, no logo

Team kits are available for use in matches on loan from the school.

To be decided by PE staff:

- In adverse weather black or navy 'skin' type top may be worn (plain only).
- Football boots and other specialist footwear will be advised by the PE team.