



DRAFT BEHAVIOUR FOR LEARNING POLICY **A guide to the Academy's Code of Conduct**

This policy should be read in conjunction with the following:

- HHA Anti Bullying Policy
- HHA Student Code of Conduct Policy
- HHA Site Specific Arrangements for Safeguarding & Child Protection
- ICT Acceptable Use Policy

Rationale

It is a primary aim of our academy that every member of the community feels valued and respected, and that relationships are positive. Good behaviour is fundamental to success in the classroom. Haven High Academy aims to work in partnership with the whole community to encourage and promote the appropriate behaviour of learners both within and outside the classroom. To achieve high expectations it is important that learners understand and are supported in the acquisition of behaviour skills that support learning. It is understood that there is a shared responsibility within the academy for the successful management of Behaviour for Learning. To that end this policy is based on the principles of SEAL (Social and Emotional Aspects of Learning) and is designed to impact positively on learning and teaching, and therefore raise standards. The Academy works within the protocols of the Lincolnshire Behaviour Ladder e.g. pastoral support plans, referrals to the Behaviour Outreach Support Service, Managed Moves, Alternative Provision (if an when applicable), liaise with SEND team if an EHCP is required for behaviour, etc.

Aims

- To provide a welcoming, safe and secure environment that is both calm and orderly for the whole academy community.
- To model and expect a set of preferred behaviours based on trust and mutual respect.
- To be explicit about the consequences of behaviours
- To support learners in accepting responsibility for their own behaviour
- To promote restorative justice when incidents arise
- To develop and sustain a positive culture in both learning and teaching – which will improve learners' engagement and progress within each subject.

Implementation

- The Behaviour for Learning Policy is owned and endorsed by the whole academy community
- There is a clear and simple Code of Conduct which allows for good behaviour to be celebrated and inappropriate behaviour to be challenged with appropriate sanctions in place

- There is an expectation that all students follow our values - PRIDE (Progress, Resilience, Integrity, Disciplined and Excellence), our core values are non-negotiable
- Clear channels of communication are vital in the pursuit of consistency and understanding
- Consistency and patience from staff are vital in all areas of successful behaviour management and teaching and learning
- Rewards, consistent application of routines, rules and sanctions are the responsibility of all staff

The expectations of behaviour set out with this BfL policy apply to all learners

- In accordance with the Equality Act 2010, the Academy makes reasonable adjustments to the application of the policy where the behaviour is due to a reason related to the child's disability, thereby ensuring that disabled children are not placed at a disadvantage or unlawfully discriminated against.
- Staff will be aware of the needs of their learners and will pay particular attention to any identified special educational needs or disabilities set out in a learner's file, learner profile or EHCP;
- Staff seek to identify the underlying cause of any unacceptable behaviour, for example an unmet special educational need and put in place measures to address the cause, ensure that the learner receives appropriate support and prevent the behaviour re-occurring.
- When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. In making the decision to impose a sanction, staff will take account of the identified needs of the learner in all circumstances. The identified sanction is not open to negotiation or debate with the learner. This is the key area of consistency;
- It is up to the member(s) of staff to follow up the sanction and log the incident on the academy's MIS.

Reasonable Force

Where it is necessary to prevent a learner from: causing injury or damage to the property of any learner (including him or herself); or prejudicing the maintenance of good order and discipline at the Academy reasonable force may be used by a member of staff.

The use of reasonable force is a **last resort** and alternative strategies will be adopted wherever possible, for example contacting the parent or the police for support. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result.

The Academy will communicate with parents where serious incidents involving the use of force has been used. It will be up to the Headteacher's discretion to decide on the need to report, depending on if the incident is appropriately severe.

Searching and confiscation

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items': knives or weapons, alcohol, illegal drugs and paraphernalia, stolen items, tobacco and cigarette papers, e-cigarettes, fireworks, pornographic images, any article that has

been or is likely to be used to commit an offence, cause personal injury (whether physical or physiological) or damage to property.

Haven High Academy does not encourage the use of force but a member of staff may use reasonable force to carry out a search for a prohibited item as listed above.

Where a member of staff reasonable suspects that a learner is in possession of a prohibited item and the learner refuses to cooperate with a search of their person or their property, the Academy may treat this as a disciplinary matter and apply an appropriate sanction and may contact the police.

In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation. (Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, January 2018.) This policy must be read in conjunction with the Academy's Confiscated Items Addendum.

This policy must be understood, supported, and followed by all learners, all teachers and all parents.

In lessons learners can expect to be:

- Clear about what is to be learned, how it fits in with what they already know and the structure of the lesson
- Actively engaged in their learning
- Able to work independently to the best of their ability when required to do so
- Able to use assessment for learning to help them to improve and make good progress
- Confident that they can succeed because the right conditions for learning exist
- Praised regularly and treated with respect
- Prepared to learn by having the required equipment for the lesson

Responsibilities

It is the responsibility of every member of staff to positively encourage impeccable behaviour across the academy, to enforce the rules and to provide a consistent, fair approach. The modelling of appropriate behaviour by staff is a very powerful tool for instilling appropriate behaviour in learners and forms an essential part of our approach to Behaviour for Learning. The Senior Leadership Team will provide a high presence across all year groups – they will be assigned to year groups and will visit these during registration time.

We expect parents to support their child's learning and to co-operate with the academy, as set out in the home-academy agreement. Building supportive dialogue between home and the academy is essential to engaging parents to work with us. If parents have any concerns about the way that their child has been treated they are invited to contact the form tutor in the first instance.

Classroom rules

Arrive on time and be ready to learn

Be respectful

Listen to and follow instructions

Endeavour to complete your work

Expectations for learners around the Academy

- Learners must be in their form room and ready for morning registration at 8.45am.
- Learners must wear their academy uniform correctly at all times.
- Learners must walk around the academy sensibly and quietly and keep to the left.
- Learners must arrive on time for lessons.
- Learners must do as they are told by all staff – first time, every time.
- Learners must be polite and show respect for themselves and other people.
- The Academy day ends at 3.25 pm for successful learners. Learners who may not have had a successful day will be expected to attend an after-academy correction until 4:30 pm. Repeat offences may lead to a correction until 6.00 pm or Saturday correction. Parents will only receive a phone call to advise about a 6.00 pm or Saturday correction. (see DfE Behaviour & Discipline in Schools 2016). To avoid an escalation of poor behaviours, parents are strongly encouraged to work with the Academy and their child/children to prevent repeat occurrences.

Expectations for learners outside the Academy

In accordance with the DfE's Behaviour and Discipline in School – Advice for Headteachers and school staff January 2016, the Academy has to power to discipline beyond the school gate “to such an extent as is reasonable” – paragraph 21.

Any learner that brings the Academy into disrepute in and out of school uniform, due to non-criminal bad behaviour and bullying which occurs off the school premises and may be witnessed by a staff member or reported to the Academy will result in sanctions being imposed on the learner.

The Academy will discipline learners for:

- Misbehaviour when the learner is:
 - Taking part in any Academy organised or Academy related activity or
 - Travelling to or from the Academy or
 - Wearing school uniform or
 - In some other way identifiable as a learner at the Academy
- Misbehaviour at any time, whether or not conditions above apply that:
 - Could have repercussions for the orderly running of the Academy or
 - Poses a threat to another learner or a member of the public or
 - Could adversely affect the reputation of the Academy

REWARDS

Encouraging Positive Behaviour

Haven High Academy aims to encourage and celebrate the success of all its learners in all areas of academy life, and to ensure that personal effort, commitment and achievement is acknowledged, rewarded and recorded.

Aims

- Rewards increase the motivation of all learners, encouraging their self-esteem, aspirations and enjoyment of learning.
- The practice of giving rewards assists the academy in increasing and maintaining the quality of teaching and learning.
- The giving of rewards encourages all learners to achieve. Thus, they will receive credit for achievement throughout the academy in all contexts.
- The system of giving rewards supports the role of the tutor in celebrating success and helps to facilitate the awareness of achievement by other members of staff and parents.
- Every member of staff will praise learners for good or improved work and effort using the following system.
- Rewards support and promote good behaviour and should be used alongside the sanctions policy.
- A “WOW” wall celebrating success is on the Academy corridors.
- A “House Team” wall celebrating success will be displayed on the Academy corridors.

Reward System

- Throughout the year all staff will use praise – this may be verbal during a lesson or recorded in a written format on work. All faculties will award postcards celebrating success within their subject areas.
- Throughout the year, all staff will be able to issue PRIDE Points for positive contributions to the day. In addition, a learner of the week is nominated by each faculty.
- Throughout the year, learners will automatically be awarded Pride Points for full attendance and a positive day on the Academy’s MIS.
- Throughout the year, learners will be able to earn PRIDE Points for their House Team.
- Learners will be able to cash in their PRIDE points for a variety of items at our PRIDE POINT shop.
- At the end of each full term, certificates will be awarded for effort, progress, most improved and achievement during celebration assemblies. Certificates will be awarded as follows:

Bronze Certificate	Head of Year
Silver Certificate	Senior Leadership Team 1
Gold Certificate	Senior Leadership Team 2
Platinum Certificate	Headteacher
Diamond	Special Commendation “above and beyond” by the Chief Executive Officer

- Learners are able to earn daily, weekly and termly rewards for example, badges, “front of the queue” in the canteen, pizza/film afternoon, academy discos, top table at lunch, celebratory lunch with the Headteacher, etc. At the end of the academic year learners with the highest number of Inspiration Points will be entered into a prize draw to receive vouchers in the final assembly. At the end of the academic year trophies will also be awarded for a variety of achievements.
- The Academy will celebrate learner success by hosting an End of Year Celebration for successful students.
- The Academy has introduced a “House” system based on British Values that link into our core values of PRIDE. They are Turing House, Fry House, Pankhurst House, Franklin House and Peel House. The “House” system will also give the opportunity for all students to be part of an

inclusive rewards system which aims to promote competitiveness, working collaboratively, success and achievement.

In the interest of motivating learners as much as possible it is anticipated that the rewards will evolve and develop in response to student voice. Student voice at the Academy is very important and fortnightly meetings of the Student Council allow students to air their views, opinions and suggestions to improve their learning environment. An area that they are currently exploring is expanding the values of the Academy, for example – An Act of Kindness.

Code of Conduct sanctions for misdemeanours

This part of the policy is designed to recognise the right of students to have a learning experience that is uninterrupted by poor behaviour. It is also designed to support students in making the right choices about their behaviour for learning and in terms of the academy values.

In terms of classroom-based sanctions, four key phases have been identified. It is essential that all learners, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to support high level learning and prevent any disruption. This will ensure that every learner has the opportunity to achieve. Each member of staff must seek to operate within the framework and apply the principles as set out below:

PHASE 1 – VERBAL WARNING (unrecorded)

It goes without saying that learners must clearly understand the fact that they have received a warning and why they have been given it and that the words “VERBAL WARNING” are used by the member of staff. Students will stand up, receive warning, acknowledge and sit down.

PHASE 2 – REFLECTION (recorded on Progresso as Behaviour Point 1)

A learner who continues to fall below expectations after being given a VERBAL WARNING will be sent out of the classroom and will complete a reflection sheet. Once completed, the learner will return to the classroom and the teacher will use positive strategies to ensure that learning continues successfully for all. This will result in a 4.30pm after academy correction.

PHASE 3 –REMOVED TO FACULTY LEADERSHIP

(recorded on Progresso as another Behaviour Point 1 and alert sent to HoY)

Where a child is persisting in disrupting the learning of everyone in the room, the teacher will move to PHASE THREE. The teacher will press the alert button on Progresso and the Head of Year will remove the learner to the Head of Faculty/Assistant Head of Faculty or alternative if on the Tollfield Campus. The teacher will provide work and the student will move on to the next lesson. This will result in a break 1 or 2 and 4:30pm after academy correction. (see below)

PHASE 4– REMOVAL FROM HEAD OF FACULTY

(alert sent to Head of Year and recorded on Progresso as a Behaviour Point 2)

Should the learner continue to disrupt, the HOY will remove the learner and send learner to IE (Internal Exclusion).

EMERGENCY REMOVAL

(alert sent to Head of Year and recorded on Progresso as a Behaviour Point 4)

In extreme cases, eg a fight in the classroom or swearing at a member of staff, a learner will be removed by the Head of Year and sent as an EMERGENCY REMOVAL to IE (Internal Exclusion). Time in IE as a result of 2 behaviour points will be as follows:

Additional detail on consequences:

- Repeat offences may lead to a correction until 6.00 pm or Saturday correction. Parents will only receive a phone call to advise about a 6.00 pm or Saturday correction. (see DfE Behaviour & Discipline in Schools 2016). To avoid an escalation of poor behaviour, it is an expectation that parents work with the Academy and their child/children to prevent repeat occurrences.
- Two or more removals within a 3-week period from the same subject will result in a Faculty meeting with parents to draw up an action plan to help resolve the problem. This will be a minuted meeting and recorded on Progresso.
- In the case of a removal the teacher will meet with the student in the correction room to resolve issues.
- Failure to complete a 4.30 p.m. correction will result in a Saturday correction. Failure to complete a Saturday correction is likely to result in a fixed term exclusion.
- For learners who continue to incur behaviour points daily, more stringent measures will be taken and may include inviting parents in, to a Pastoral Support Meeting to support the learner in avoiding disruptions in the future.

Time in IE as a result of a removal will be as follows:

- Period 1: remained of the lesson and break 1, after school correction
- Period 2: remainder of the lesson and break 1, after school correction
- Period 3: remainder of the lesson, period 4 and break 2, after school correction
- Period 4: remainder of the lesson and break 2, after school correction
- Period 5: remainder of the lesson and after school correction, break 1 the next day

Internal and external exclusion will be used to correct behaviour that does not fit with our values of PRIDE.

Other breaches of the Code

There are a range of sanctions in place to specifically cover swearing at staff, rudeness to staff, assault between students, smoking, lateness to lessons and lateness to the academy. (See Appendices) Other breaches of the Code of Conduct are likely to result in similar sanctions but will be at the Headteacher's discretion.

Internal Exclusions

For breaches of the Code of Conduct which are continuous or more serious than can be addressed by corrections the learner is referred to Internal Exclusion for an agreed period of time. The decision on referral to Internal Exclusion and the length of time to be served will be taken by the Lead Behaviour Professional in consultation with the Deputy Headteacher Pastoral Support. A bank of work which covers every curriculum area will be set for the learner.

Fixed-term and permanent exclusions

We make every attempt to avoid the exclusion of any child from the academy but there are times when this is necessary.

Only the Headteacher (or Acting Headteacher) has the power to exclude a child from the academy. The exclusion may be for one or more fixed periods, for up to 45 days in any one academic year. Exclusion is considered for serious breaches of the Code of Conduct in the academy and/or behaviour to and from the academy which may bring the academy into disrepute. In extreme and exceptional

circumstances the Headteacher may exclude a child permanently. Such circumstances may include a drug related incident (as outlined below), a serious threat to a member of staff or learner, physical violence toward a member of staff or learner or an allegation against a member of staff which later is proved to be unfounded. It is also possible for the Headteacher, in consultation with the Chief Executive Officer, to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

In the event of any exclusion parents are informed immediately, and provided with reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The academy informs the parents how to make any such appeal, which is heard by the Governing Body Learner Discipline Committee. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Returning to the academy following a fixed term exclusion is dependent on a successful reintegration meeting that will involve the Headteacher or delegated senior leader, the parent/carer(s), the child and the relevant Head of Year. At a successful meeting the child will take responsibility for their actions and recognise that what they did was wrong. As part of the reintegration back into the academy the learner will undertake community service for a minimum of 5 days and go on to Head of Year report for 2 weeks.

Drug and alcohol-related incidents (see Drugs Policy)

It is the policy of the academy that no child should bring any drug, legal or illegal, into the academy. If a child will need medication during the academy day the parent or guardian should notify the academy and ask permission for the medication to be brought. This should then be taken directly to the front office for safekeeping. Any medication needed by a child while in the academy must be taken under the supervision of a member of staff.

The academy will take very seriously misuse of any substances such as glue, other solvents, alcohol or drugs and will deal with instances as per the anti drugs policy, and may permanently exclude as a consequence. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

Monitoring and review

The effectiveness of this policy will be reviewed annually. The outcome of the review will be reported to the governing body with recommendations for further improvements if necessary. The governing body itself will review the policy every two years, or more frequently if desired.

Incidents of poor behaviour and low level disruption are logged using the Academy's Management Information Systems. These records are monitored to evaluate effectiveness of the Behaviour for Learning Policy.

The Lead Behaviour Professional keeps a record of any learner who has a fixed term exclusion at home or who is permanently excluded.



Haven High Academy

Appendix 1

SANCTIONS FOR STUDENT TO STUDENT ASSAULT

An assault is the act of inflicting physical harm or unwanted physical contact upon a person by hitting, smacking, kicking punching, etc. An example of assault is someone who deliberately punches another person in the face or body. A student getting hurt as a result of a tackle in a football game is not an assault.

It is unacceptable for learners to assault others and this will be dealt with as follows:

- Low 1 day in Internal Exclusion – parents informed and referred to PCSO.
- Medium 2 days in Internal Exclusion – parents informed and referred to PCSO
- High 3 days external exclusion – parents informed, PSP, possible BOSS referral and referred to PCSO for home visit. In extreme cases fixed term exclusion may apply.
- Repeat/serious Fixed Term Exclusion will apply.

Others options could be:

Meeting with the Governors;
Alternative Education;
Or a combination of the above.

These sanctions will also apply to all reported incidents of assault outside of the Academy setting when students are wearing school uniform.

Failure to complete all work set, as well as non-compliance in IE, will result in a Saturday Correction.

Please note that these sanctions are guide sanctions and the Headteacher has the authority to change the sanction based on the seriousness of the assault following investigations by the Heads of Year.



Haven High Academy

Appendix 2

SANCTIONS FOR EXTREME RUDENESS AND SWEARING AT STAFF

It is unacceptable for learners to be extremely rude to or swear at staff and this will be dealt with as follows:

- Face to face severe rudeness or swearing by a student to a member of staff will most likely result in fixed term exclusion. Meeting with parents.
- Isolated severe rudeness or swearing incidents that require consequences will most likely result in a 1 day Internal Exclusion. Telephone call with parents.
- An expression of anger leading to severe rudeness or swearing but not face to face will most likely result in 2 days in Internal Exclusion. Telephone call with parents.
- Repeated severe rudeness or hearing of swearing, not directed at staff, which disrupts the learning of others will most likely result in 3 to 5 days in Internal Exclusion. PSP 1 meeting with parents.
- Repeat offences will most likely result in an external exclusion of 1 to 5 days in length. These exclusions most likely will be served in other federation campuses.

For all incidents of severe rudeness or swearing at staff, written apologies will be requested.

Failure to complete all work set, as well as non-compliance in Internal Exclusion will result in a Saturday Correction.

These sanctions will also apply to all reported incidents against staff outside of the Academy setting.



Haven High Academy

Appendix 3

SMOKING/VAPING* * SANCTIONS IN UNIFORM**

1ST OFFENCE

Cigarettes and associated material confiscated and not returned*. Referral to Quit51 or equivalent. 3-day community service. Random searches to be applied.

2ND OFFENCE

Cigarettes and associated material confiscated and not returned*. Review Quit 51 or equivalent, daily search, attend Break 2 correction and community service for 5 days. Parents informed.

3RD OFFENCE

Cigarettes and associated material confiscated and not returned*. Attend Break 2 + afterschool correction, and community service for 7 days + PSP.

4TH OFFENCE

Cigarettes and associated material confiscated and not returned*. A 1 day Fixed Term Exclusion + meeting with parents.

5TH OFFENCE

Cigarettes and associated material confiscated and not returned*. 5 days Fixed Term Exclusion + meeting with parents.

Repeated offences may lead to external exclusions at other Academy campuses.

*Confiscated smoking/vaping paraphernalia will be confiscated and not returned.

**This includes non-uniform days at the Academy.

Revised September 2021

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Signed off by:

Print name and role:

Date: