



A joint Catholic & Church of England Academy

Behaviour for Learning Policy



Status	Statutory
Responsible Authority	Governing Board
Date Approved	23 rd January 2024
Responsible Person	Mrs Rachel Harkness-Brennan (AP)
Review Date	October 2024
Last Amended Date	January 2024



Contents

Statement of Intent.....	3
Aim	3
Legislation.....	3
Definitions	4
Roles and responsibilities	5
The governing board will have overall responsibility for:.....	5
The Principal will be responsible for:	5
All staff at Hope Academy will be responsible for:	5
Students at Hope Academy will be responsible for:.....	6
Students at Hope Academy will follow Classroom Expectations of:.....	6
Students at Hope Academy will follow Movement Expectations of:	6
Staff induction, development and support	7
Social, emotional and mental health (SEMH) needs	7
Managing behaviour through Purposeful Environment Norms.....	7
Behaviour curriculum	7
Parents will:	8
Resolution.....	8
Principal's detention.....	9
Reflection.....	10
Students will follow the expectations below:.....	10
Prevention strategies, intervention, and sanctions for unacceptable behaviour	10
Initial interventions	10
Preventative measures for students with SEND	11
Physical intervention	11
Managed transfer and supported transfer	12
Suspension	12
Rewards.....	12
Rewards points	13
Sexual abuse and harassment.....	13
Smoking and controlled substances.....	13
Prohibited items, searching, screening and confiscation	14
Behaviour outside of the academy	14
Monitoring and review	15

Statement of Intent

Hope Academy intends to facilitate an environment for teachers to teach and students to learn. This policy has been written by staff and students, for staff and students to encourage acceptable behaviours to be demonstrated in all aspects of academy life.

Hope Academy is committed to:

- Promoting our expected behaviour norms.
- Promoting personal wellbeing, self-esteem and self-discipline.
- Ensuring a fair implementation of discipline across the academy.
- Providing praise and rewards for students who make the right choices.
- Challenging and disciplining students who disrupt the learning environment.
- Providing a safe and secure environment for each and every member of the Hope community.
- Encouraging a positive working relationship with all parents and carers.
- Developing relationships with students and their families allowing early intervention to be enabled.
- Promoting an environment which allows students to be part of the feedback and creation of strategies relating to behaviour and the learning environment.

Reasonable and proportionate sanctions are to be used when a student's behaviour does not meet the expected standard. These will be used alongside supportive measures to restrict and prevent recurring misbehaviour.

The academy understands that on occasion behaviour is affected by other factors including vulnerabilities, educational needs or mental health issues and will address those needs on an individual level.

Aim

The aim of the Behaviour for Learning Policy is to determine the boundaries of acceptable and unacceptable behaviour in lessons, around the academy and in the wider community and outline the use of rewards and consequences which will be fairly and consistently applied.

Legislation

This policy has due regard for all current and relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in Schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, screening and confiscation: Advice for schools'

RESPECT

COURAGE

AMBITION

HOPE

- DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’

This policy operates in conjunction with the following academy policies:

- Mental Health and Wellbeing Policy.
- Complaints Procedures Policy.
- Special Educational Needs and Disabilities (SEND) Policy.
- Exclusion Policy.
- Care and Control Policy.
- Child Protection and Safeguarding Policy.
- Drug Education Policy.
- Anti bullying Policy.

Definitions

For the purposes of this policy, the academy will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage to the reputation of the academy within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination:** not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment:** behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour:** deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying:** a type of harassment which involves personal abuse or persistent actions which humiliates, intimidates, frightens or demeans the individual being bullied. Actions are repeated over a period of time.
- **Cyberbullying:** the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.
- Truancy and running away from the academy.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of students.
- Any behaviour that requires the immediate attention of a member of staff.

For the purpose of this policy, the academy will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness.
- Low-level disruption and talking in class.

- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at the academy without homework.
- Disruption on public transport.
- Use of mobile phones without permission.
- Graffiti.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Roles and responsibilities

The governing board will have overall responsibility for:

- ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- promoting an academy wide culture where calm, dignity and structure encompass the whole site.
- handling complaints regarding this policy, as outlined within the academy’s Complaints Procedures Policy

The Principal will be responsible for:

- the monitoring and implementation of this policy and of the behaviour procedures at the academy. The principal will monitor the effectiveness of the policy and address and SEMH related drivers of poor behaviour.
- establishing high expectations of student conduct and behaviour, implementing necessary measures to achieve this.
- determining the academy rules and any disciplinary sanctions where students do not meet the requirements.
- the day to day implementation of this policy.
- publicising this policy in writing to staff, parents and pupils at least once a year.
- reporting to the governing board on the implementation of this policy.

All staff at Hope Academy will be responsible for:

- adhering to this policy and applying it consistently and fairly.
- supporting students in adhering to this policy.
- setting high standards
- ensure that teaching and learning is interesting, challenging, focused on progress and well-matched to the needs of the students.
- model a set classroom routine and follow Learning Habits strategies every lesson in order to help students establish progress, regular attendance, punctuality and good behaviour.
- provide a purposeful environment where students are spoken to in an appropriate tone and manner.
- reward achievement through positive recognition, the use of Arbor and House System points.
- follow the graduated approach to prevent poor behaviour.
- support behaviour management by recording incidents on Arbor to improve and maintain high standards of behaviour.
- follow all policies in relation to behaviour, including the Child Protection and

- Safeguarding policy.
- keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - principal
 - vice-principal (behaviour)
 - designated safeguarding lead
 - SENDCo
 - Head of Department
- as authorised by the principal, sanctioning pupils who display poor levels of behaviour.

Students at Hope Academy will be responsible for:

- their own behaviour both inside the academy and within the wider academy community.
- reporting any unacceptable behaviour to a member of academy staff.
- ensuring that they follow the mobile phone and anti-bullying policies.

Students at Hope Academy will follow Classroom Expectations of:

The academy expects all students to be able to learn without interruption. Classroom Rules posters will be displayed in every classroom and around the academy. By following the rules below students can demonstrate our vision of serving one another through love.

- follow the instructions of staff first time, every time.
- arrive to each lesson on time.
- use toilet and water fountains before the start of the academy day and at break or lunch.
- follow the seating plan set by the teacher.
- put all relevant equipment on the table.
- work hard, listen carefully when the teacher or fellow students are talking, avoid distracting others.
- Raise your hand and wait for permission before speaking.
- Be polite and always respect the feelings of others.
- Leave the classroom in an orderly manner.

A copy of the Classroom Rules poster, Purposeful Environment Norms, and Escalation Procedure is available in appendix A.

Students at Hope Academy will follow Movement Expectations of:

- Follow the instructions of staff first time, every time.
- Remove outdoor clothing on entry to the building.
- Follow all uniform expectations.
- Walk in no more than twos on the left-hand side of the corridors and staircases.
- Be on time for lessons, without congregating in the corridors.
- Walk quietly, calmly and hold doors open for one another.
- Be polite and always respect the feelings of others.
- Eat and drink in the right place, at the right time.
- Put all litter in the bins provided.
- Sign out at the Pastoral Hub if you leave the Academy during the school day.

A copy of the Movement Rules poster is available in appendix B.

Staff induction, development and support

All new members of the Hope staff family will be clearly introduced to the culture of behaviour within the academy. This will ensure that all members of the team understand the rules and routines of the academy, and how best to support all students to participate in creating the culture of the academy. Where necessary, staff will be provided with bespoke training on the needs of the students at the academy to enable consistent management of behaviour.

The senior leadership team will consider the training which is required to ensure that all members of staff are able to fulfil their duties and responsibilities in relation to this policy.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour within the academy will be supported to undertake any relevant training or qualifications.

The senior leadership team and the principal will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the academy.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the academy will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The academy will promote resilience as part of an academy wide approach using the following methods:

- **Culture, ethos and environment:** the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching:** the curriculum is used to develop students' knowledge about health and wellbeing.
- **Community engagement:** the academy proactively engages with parents, outside agencies and the wider community to promote consistent support for students health and wellbeing.

Managing behaviour through Purposeful Environment Norms.

Behaviour curriculum

Positive behaviour will be taught to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the academy, such as lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, such as SEND, are sometimes made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately,

through an academy process known as purposeful environment norms. The pastoral lead will monitor all instances of unacceptable behaviour to identify trends and indications of potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour patterns which could indicate that they need support.

Support such as targeted discussions with students, a phone call with parents/carers, and inquiries into circumstances outside of the school led by the designated safeguarding lead, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following process and sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

A Purposeful Environment Norm's chart showing the consequences applicable to students who choose to deprive others or themselves of their right to learn are displayed around the academy. Students are informed of this policy during induction and at the start of each term.

The system of purposeful environment norms clearly indicates the steps that will be taken when a student does not meet the expected standard of behaviour. Students will initially receive a reminder that their behaviour does not meet the academy's core value of respect. This incident will be logged by the member of staff on Arbor. If the student continues to act in an unacceptable manner a warning will be issued. Again, the warning will be logged on Arbor. Further failure to meet the standards will result in a consequence being issued and logged on Arbor. A consequence requires a Resolution be set on Arbor that will take place for 30 minutes on the following day. A text message is automatically sent home. The member of staff will try to follow this up with a phone call home but this is not an expectation as the parent/ carer has already been informed through Arbor and a text message.

If the behaviour continues to deteriorate after this point, the student will be placed in Reflection so the learning of others is not disrupted, this will lead to a resolution being set on Arbor. Assistance will take the student to Reflection, within the Inclusion Hub, for three lessons. The year team will meet with the student's parents to discuss the behaviour which led to the period in Reflection. Students will have a yellow report monitoring card for the next five lessons so the Head of Year can check they are now meeting expectations.

Parents will:

- access rewards and consequences through the Arbor app.
- support the academy by ensuring their child follows the academy's expectations.
- ensure that all uniform expectations are followed
- follow the Parent/Carer and Visitor Code of Conduct document and treat staff with respect.

Resolution

The academy will make it clear to parents/carers that they are able to use a resolution as a sanction to deter future misbehaviour, both during and outside of academy hours. The use of a resolution as a sanction will be applied fairly and consistently, and staff and students will be made aware of when it may be used.

All staff will be permitted to impose a resolution on a student, unless the principal decides to withdraw this power from any member of staff. The principal may decide to delegate the power to impose a resolution to professionals that support students within the academy.



A Resolution is an opportunity for students and staff to resolve any poor behaviour that has occurred during the academy day. Staff who set Resolutions will visit students at the end of the academy day to ensure that any incidents have been resolved.

Resolutions take place at the end of the academy day, lasting 30 minutes. Senior staff oversee them and Pastoral Leaders. Parents or carers will be contacted via a text message through Arbor about the resolution that takes place the next day. Parental consent will not be required for a resolution and, therefore, the academy will be able to issue a resolution.

If a student refuses to attend a Resolution, they will be placed in Reflection for 3 lessons the next day. If students receive two or more Resolutions in one day, they will be placed in Reflection for 3 lessons. Students who receive two or more Resolutions in one academic week will receive a principal's detention.

Resolutions will be given for, but not limited to:

- being late to the start of the academy day or lessons.
- not meeting uniform expectations.
- not meeting classroom expectations.
- not meeting mobile phone expectations (see Mobile Phone Policy).
- not meeting expectations at break and lunch.
- not following movement expectations.

When issuing a resolution, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student. If the detention is to be held during lunchtime, twenty-five minutes will be allocated to allow the student time to eat, drink and use the toilet. When determining whether it is reasonable to issue a resolution outside of academy hours, staff will consider the following:

- whether the resolution is likely to put the student at increased risk.
- whether the student has known caring responsibilities.
- whether the resolution timing conflicts with a medical appointment.
- whether the parents, ought to be informed of the resolution, in most cases it will be necessary to do so, but it may not be if the resolution is for a short period after the academy day and the student is able to return home safely.
- whether suitable travel arrangements can reasonably be made by the parent/carer for the student; it does not matter whether these transport arrangements are inconvenient for the parent/carer.

Resolutions will not be issued where there is any reasonable concern that it would compromise a student's safety. An alternative and appropriate sanction will be issued instead. Parent/carers have a responsibility to let us know if there are any issues around a student taking part in the resolution. Parents/carers have a responsibility to support the academy when their child has been issued with a resolution or any form of sanction.

Principal's detention

A principal's detention will be given for students who have received two or more Resolutions in one week or spent two or more sessions in Reflection. The principal's detention will last up to two hours. All students who receive a principal's detention will receive a telephone call to

notify parents/carers. Any student who refuses to attend a principal's detention may be suspended.

Reflection

The academy has a Reflection room which is located within the Inclusion Hub. The Reflection room is an area of the academy which allows students to reflect on any unacceptable behaviour that has occurred. Whilst in the Reflection room students will continue to access work related to the curriculum that they would normally be following. Students will remain in the Reflection room for 3 lessons.

Students will follow the expectations below:

Individual Behaviour Plan (IBP)

If staff at Hope Academy have a cause for concern regarding a student's behaviour, the student may be placed on an IBP. The student's parents/carers will be invited to attend a meeting to set up a plan to support students with their behaviour. The stages of an IBP and additional student support can be seen in the graduated approach model.

A copy of the graduated approach model can be found in Appendix C.

Pupil Behaviour Plan (PSP)

If a student has completed an IBP without showing improvement, they may be escalated on to a PSP. A PSP is a sixteen week plan to support a student's behaviour. A student's parent/carer will be invited into the academy to attend a PSP meeting with relevant academy staff. Areas of support both inside and outside of the academy will be identified and initiated. The PSP will be reviewed regularly, and a formal review will be called after eight weeks. The PSP can be terminated at any time if a student persistently does not meet behaviour requirements despite the support agreed.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

The academy has strong strategies in place preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve student's behaviour in the future.

Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small group or one to one activities. A system will be in place to ensure relevant members of the senior leadership team and pastoral staff are aware of any student that is:

- persistently misbehaving.
- not improving their behaviour following low level sanctions.
- displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- frequently engaging with parents, including home visits where necessary.

- providing mentoring and coaching.
- IBP behaviour report cards.
- PSP behaviour plans.
- pupil support units or Alternative Offsite Provision.
- engagement with local partners and agencies.
- where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the academy will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The academy will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the academy will implement where appropriate include, but are not limited to, the following:

- short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long.
- ensuring a student with visual or hearing impairment is seated in sight of the teacher.
- adjusting uniform requirements for a student with sensory issues or relevant medical condition.
- training for staff in understanding autism and other conditions.

Physical intervention

In line with the academy's Care and Control Policy, trained members of staff will have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging academy property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Care and Control Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the student will be immediately taken to the principal, and the student's parent/carer will be contacted. Where appropriate, the principal may decide to temporarily remove the student from the academy via a suspension. Where suspension is

carried out, the student's parent/carer will be asked to collect the student and take them home for the rest of the day, students will not be sent home without the academy contacting their parent/carer.

Any violent or threatening behaviour will not be tolerated by the academy and may result in a suspension in the first instance. It is at the discretion of the principal to determine what behaviour necessitates an exclusion, in line with the Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Managed transfer and supported transfer

In order to ensure that as far as is practicably possible, students with a troubled background are supported appropriately to their new educational setting, Hope Academy will follow St Helens Council's managed transfer protocol.

Suspension

A period of suspension can be put in place if a student does not meet the behavior expectations of the academy. The number of days of suspension is at the principal's discretion. If a suspension is for a long period, the academy will ensure that work is set on Arbor for the student to complete. A home visit, undertaken by Hope Academy staff, will take place for students who are suspended for longer than a period of five days.

In order to re-integrate students back into the academy effectively, a re-integration meeting will take place after every suspension. Parents/carers are expected to attend this meeting. Following a suspension, a student will be placed on an IBP or a PSP.

When students are suspended for five days or are considered vulnerable regular safeguarding home visits will be undertaken by Hope Academy staff. When students are permanently excluded regular safeguarding visits will take place every 3-5 days until Local Authority provision is put in place.

Permanent exclusion

The principal will consider permanent exclusion when there has been a serious breach of the academy's behaviour policy or when allowing a student to remain in school will seriously harm the wellbeing of other members of the academy community.

When students are suspended for more than 3 days or are considered vulnerable regular safeguarding home visits will be undertaken by Hope Academy staff. When students are permanently excluded regular safeguarding visits will take place every 3-5 days until Local Authority provision is put in place.

Rewards

The academy believes that praise and rewards are the key to a happy and successful environment, where students feel valued, which promotes progress. The academy uses a number of reward systems to encourage a positive environment and higher levels of behaviour.

The rewards used by the academy after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the academy recognises that they need to be:

- immediate: immediately reward following good behaviour, this is generally achieved through the academy's reward points scheme.
- consistent: consistently rewarded to maintain the behaviour.
- achievable: keeping rewards achievable to maintain attention and motivation.
- fair: making sure that all students are fairly rewarded.

Rewards points

If students distinguish themselves by displaying Respect, Courage, Ambition or Hope, they will be awarded a reward point. Reward points are recorded on Arbor and are celebrated during assemblies. The reward points are accrued and allow students to achieve different rewards throughout the academic year.

Sexual abuse and harassment

The academy will promote and enforce a zero tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender based bullying and sexual violence. The academy's procedures for handling child on child sexual abuse and harassment are detailed in the Child on child Abuse Policy.

The academy will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the academy is responding to a report of sexual violence, the academy will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the academy takes, for example, disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

The academy will follow the procedures outlined in its Child Protection and Safeguarding Policy and Student Drug Education Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the academy is a smoke free environment. Parents, visitors, staff and students will be instructed not to smoke on academy grounds. Students will not be permitted to bring smoking / Vape materials or nicotine products to the academy.

The academy will have a zero tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the academy will follow the procedures outlined in the Drug Education Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching, screening and confiscation

Ensuring academy staff and students feel safe and secure is vital to establishing calm and supportive environments that are conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare, and helps the academy establish an environment where everyone is safe.

Searching can play a critical role in ensuring that the academy is a safe environment for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which the students can learn and thrive.

The principal, and staff duly authorised by them, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the academy's Care and Control Policy. The prohibited items where reasonable force may be used are:

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the student).
- Tobacco, cigarette papers and vapes.
- fireworks.
- pornographic images.
- e-cigarettes and vapes.
- lighters.
- aerosols.
- legal highs or psychoactive substances.
- energy drinks.

When searching students, academy staff follow the guidance laid out in the DfE (2022) 'Searching, Screening and Confiscation: Advice for schools' document.

Behaviour outside of the academy

Students at the academy must agree to represent the academy in a positive manner. The guidance laid out in behaviour expectations will apply both inside the academy and out in the wider community, particularly if the student is dressed in academy uniform.

Staff can sanction students for misbehaviour outside of the academy premises, including conduct online, provided the student is:

- wearing academy uniform.
- travelling to or from the academy.
- taking part in any academy related activity.
- in any way identifiable as being a student at the academy.

Staff may also sanction students for misbehaviour outside the academy premises, including conduct online, that:

- could negatively affect the reputation of the academy.
- could pose a threat to another student, a member of staff at the academy, or a member of the public.
- could have repercussions for the orderly running of the academy.

Any bullying witnessed outside of the academy premises and reported to the academy will be dealt with in accordance with the Anti-bullying Policy.

The academy will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the academy premises as would be imposed for the same behaviour conducted on academy premises. In all cases of unacceptable behaviour outside of the academy premises, staff will only impose sanctions once the student has returned to the academy premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the academy are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Monitoring and review

This policy will be reviewed by the principal and the designated safeguarding lead annually. They will ensure that any necessary changes are made and that these are communicated to all members of staff and any relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is outlined on the front cover.



EXPECTATIONS OF STUDENT BEHAVIOUR CLASSROOM RULES

At Hope Academy **we expect all students to** be able to learn without interruption. By following the rules below, we demonstrate our vision of *servng one another through love.*

- Follow instructions of staff the first time, every time.
- Arrive to each lesson on time.
- Use toilet facilities and water fountains before the start of school and at break or lunch.
- Follow the seating plan set by the teacher.
- Put all relevant equipment out on the table.
- Work hard, listen carefully when the teacher or fellow students are talking, avoid distracting others.
- Raise your hand and wait for permission before speaking.
- Be polite and always respect the feelings of others.
- Leave the classroom in an orderly manner.

Purposeful Environment Norms



REMINDER

A **Reminder** that our core values are not being demonstrated.
Incident logged on Arbor.



WARNING

A **Warning** that if our core values continue to not be demonstrated, then a **Consequence** will be issued. Incident logged on Arbor.



CONSEQUENCE

Despite a **Reminder** and a **Warning**, our core values are still not being demonstrated.
A **Consequence** will now be issued. **Resolution** is set.



ASSISTANCE

REMOVAL: If a student has been given a **Reminder**, **Warning** & **Consequence**, **Assistance** will be called. The student will work in Reflection for 1 lesson & a **Resolution** will be set.



REFLECTION: If a student does not arrive to lesson or displays extreme behaviour.
The student will be taken to **Reflection** for 3 lessons, the year team will meet with parents.

Around the Academy

You will receive a **Resolution** for the following;

Late to school or lesson.

Not meeting uniform expectations.

Not meeting mobile phone/smart watch expectations.

Not meeting expectations at break and lunch.

Not following movement expectations



Escalation Procedure

Resolution:

30 minutes after school the next day. Text message send home via Arbor
Students will be collected Period 5 by staff.
Refusal to attend will result in Reflection for the following day

Reflection:

Students will be placed in Reflection for 3 lessons if they truant a lesson, display extreme behaviour, receive 2 or more Resolutions in one day.

Students will be placed in Reflection for 1 lesson if they have obtained a Reminder, Warning and Consequence and need to be removed from the lesson.

When students leave Reflection, they will be given a Reflection Report for 5 lessons

Principal Detention:

Students will receive a Principles Detention for

- Receiving two or more Resolutions in a Week.
Students will stay after school for one hour

- Being in Reflection more than once in a week.
Students will stay after school for 2 hours

Behaviour Meeting

If a student is placed in Reflection more than twice in a week or receive a Principal Detention a meeting with parents/carers will take place.
Students will be placed on an IBP/PSP
Students are at risk of a Suspension, Managed Transfer/Permanent Exclusion



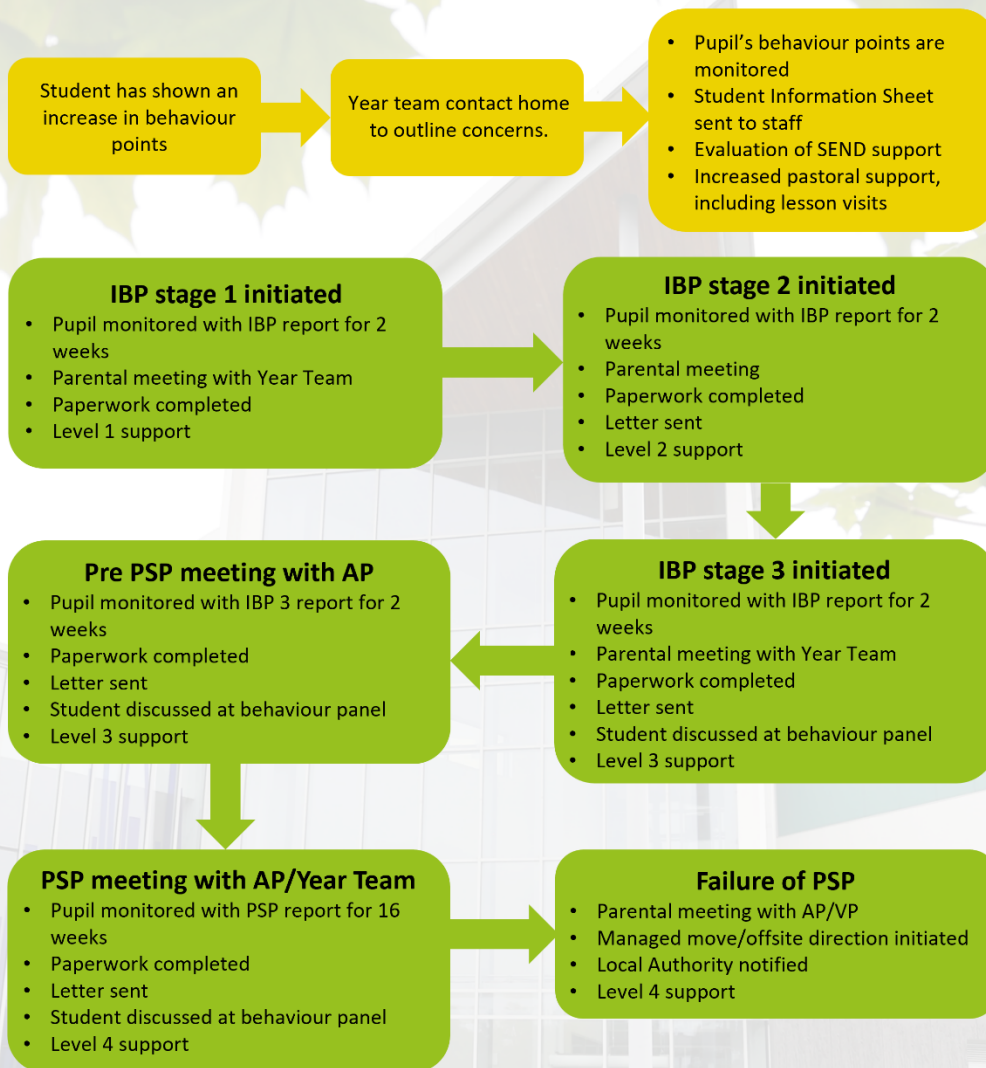
EXPECTATIONS OF STUDENT BEHAVIOUR

MOVEMENT RULES

At Hope Academy **we expect all students to** move around the Academy safely. By following the rules below, we demonstrate our vision of ***servng one another through love.***

- Follow instructions of staff the first time, every time.
- Remove outdoor clothing on entry to the building.
- Follow all uniform expectations.
- Walk in no more than twos on the left-hand side of all corridors and staircases.
- Be on time for lessons, without congregating on corridors.
- Walk quietly, calmly and hold doors open for one another.
- Be polite and always respect the feelings of others.
- Eat and drink in the right place, at the right time.
- Put all litter in the bins provided.
- Sign out at the Pastoral Hub if you leave during the academy day.

Graduated approach for Pastoral Care



Level 1 – 1:1 Year Team support, Lesson drop ins from Year Team, Counselling (Barnardo's, WFW, NHS, CAHMS), Chaplaincy support, EHAT

Level 2 – As above. Internal support and group work. External agency support and group work.

Level 3 – As above. Tessa referral, academy nurse referral, carers support and college visits.

Level 4 – As above. Inclusion base support.

All contact with home must be logged on class charts, All letters and paperwork linked on SIMS, Log of level of IBP/PSP on SIMS

Appendix D

Lesson Rewards

