



**THE
HASTINGS
ACADEMY**

Behaviour to Achieve Policy

Approved by: Hilary Morawska **Date:** 05/07/20

Last reviewed on: July 2020

Next review due by: July 2021

This policy has been written in consultation with students, parents and staff

Behaviour to Achieve Policy



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1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

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

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Poor behaviour outside of school

Serious misbehaviour is defined as (but is not limited to):

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

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- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **Preventing Bullying Policy**.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 The school

The Hastings Academy will:

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- Be responsible for providing a safe and secure environment in which students will have the ability to flourish and thrive in all aspects of their learning.
- Be consistent in our approach to dealing with student positive and negative behaviour
- Be inclusive and respectful to all members of our community
- Work with parents and carers to improve the behaviour of students

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents and contacting parents
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents and carers

The Hastings Academy embraces a collaborative approach with parents/ carers to ensure the best outcomes possible for students. Parents and carers are expected to ensure their children:

- Attend every day unless they are genuinely ill
- are dressed in the full correct school uniform
- bring a pen, pencil and ruler (as a minimum)

In addition parents are expected to:

- Support their child in adhering to the Academy's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- not contact students on their during lesson time on their mobile phones
- Keep the school up to date on contact detail changes
- Attend all meetings on time
- Take a zero tolerance approach to any serious misbehaviour (refer to section 3.)

6. Pupil code of conduct

There are two areas for pupils to adhere to: At the Hastings Academy students will:

Be good citizens

- be kind, respectful and polite.
- keep the academy clean and free from litter and graffiti.
- use respectful language, free from swearing, abuse and aggression.
- behave in an orderly and self-controlled way
- show respect to members of staff and each other
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school
- be patient, calm and polite
- treat all adults and fellow students with respect.
- be dressed in the correct uniform
- take themselves to detentions and learning recovery

Make the most of learning time (our Classroom Rules – see 7.2)

- Be the best you can be
- Follow instructions
- Respect everyone and everything
- Be prepared for learning
- Listen actively

In addition, refer to the Hastings Academy Way (appendix 1)

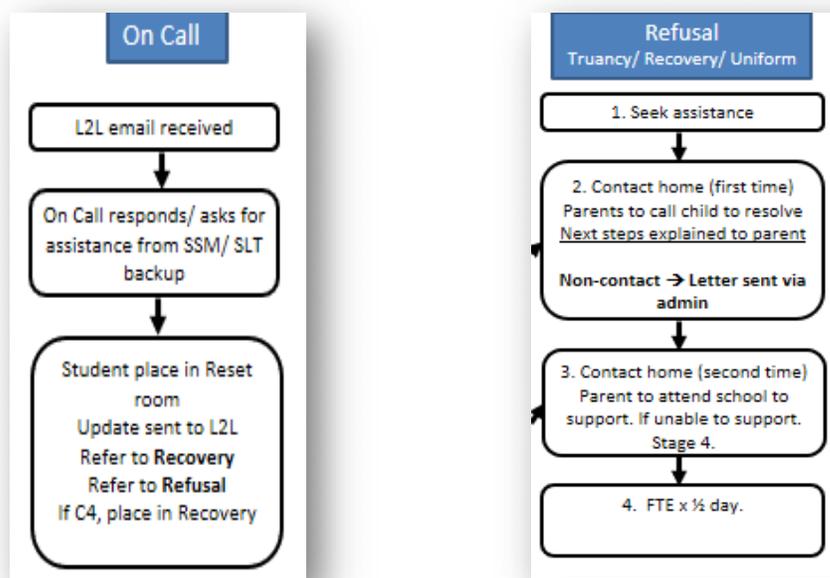
7. Guidance for Staff Managing Behaviour

- **Each lesson a fresh start:** The process means that students will reflect on their actions and meet with staff before the next lesson where practicable, to repair relationships.
- **Choices:** Students should have the opportunity to reflect on the choices they make and be given the opportunity to modify their behaviour, by discussing targets for success with their teacher.
- **Language:** Language should be non-confrontational and focus on the behaviour rather than the individual. All consequences need to be related to learning and impact upon the academy's ethos and culture. Staff should refer to the classroom and academy rules –The Hastings Academy Way where appropriate. Do not invade the student's personal space.
- **Take up time.** Allow students take up time. Use emotional intelligence to intervene and deal with low-level behaviour issues to avoid escalation.
- **Classroom management:** Staff should use classroom management techniques prior to using BTA in order to deal with low level disruptive behaviours. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons at the door
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with known low-level disruption
 - Using positive reinforcement

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- **On call** – The staff member oncall will pick up students from class when they receive a C4. They will endeavour to take the student to the Learning Recovery room but may need to go via the school office should the student refuse. Students should not be back in lessons or break if they have been given a C4 during the day.
- **Student refusal** – Should a student refuse to follow instructions when out of lessons, the following procedure will apply. Phone calls will be made in the first instance by the BTA administrator, if they are unavailable, any Students Support Manager.
- **Follow up** – At 3:15pm each day the Heads of School, SLT with responsibility for Behaviour and BTA administrator will meet to look through the daily log of incidents and arrange the appropriate follow up. This can include, but is not limited to, placing students in Learning Recovery, ensuring apologies are given and directing pastoral staff to complete mediation between students and staff.

8.1. Rewards and Sanctions

At the Hastings Academy we have expectations of how the student should behave. If a student exceeds, or does not meet, our expectations then rewards and sanctions will be put in place.



8.2. Rewards

It is the academy's belief that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of students is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between students and between staff and students will lead not only to harmonious relationships but also to the fulfilment of the students' potential both academically and socially. We recognise personal success, contribution, individual progress and positive attitudes.

Our reward system is set up to promote self-less behaviours, as these, we believe will provide the grounding of a better society. See reward progression below.

7.1.1 List of rewards

Positive behaviour will be rewarded with:

- Verbal and written praise
- Letters or phone calls home to parents
- Special responsibilities/privileges
- PRIDE pounds
- Rewards trips/activities
- Rewards presented by the Principal
- Postcards sent home
- Prize giving events
- Celebration assemblies
- Attendance rewards

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- Acknowledgement of excellence in lessons by senior staff

7.1.2 Reward progression

Our reward system is set up to promote self-less behaviours, as these, we believe will provide the grounding of a better society. Students can gain reward points (PRIDE Pounds) for the five levels shown below. The amount of PRIDE Pounds are shown in brackets. The more self-less a student's actions the more PRIDE Pounds they will get.

 Level 1 - Self	 Level 2 - Others	 Level 3 - School	 Level 4 - Community
Creativity (5)	Group work (10)	Rewards Store (50)	Helping in the community (100)
Communication (5)	Helping others (10)	Sports Representation (50)	
Resilience (5)	Leadership (10)	Student Librarian (50)	
Improved engagement (10)		Supporting School Events (50)	 Level 5 - National

8.3. Sanctions

Behaviour to Achieve is a whole school system which relies on staff using it in a fair and consistent way. No other classroom sanctions can be used. Sanctions are set through a central school system and the data is carefully monitored. EVERYBODY must follow the system – no exceptions. As we know inconsistency is our biggest barrier in ensuring effective practice.

To support teachers and students a set of classroom rules has been established:

CLASSROOM RULES

- 1. BE THE BEST YOU CAN BE**
- 2. FOLLOW INSTRUCTIONS**
- 3. RESPECT EVERYONE AND EVERYTHING**
- 4. BE PREPARED FOR LEARNING**
- 5. LISTEN ACTIVELY**

The school may use one or more of the following sanctions in response to unacceptable behaviour **(not in order of severity)**:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report' – see example report in the appendices.
- A verbal or non-verbal (gesture/ signal) reprimand
- Repeating unsatisfactory work until it meets the required standard;
- The setting of work to be completed at home, at break or at lunchtime
- Loss of privileges – for instance the loss of a prized responsibility or attending school trips
- Detention including break-time, lunchtime or after school;
- School based community service or imposition of a task – such as picking up litter, tidying a classroom;
- Regular reporting including early morning reporting, scheduled uniform and other behaviour checks, or being placed 'on report' for behaviour monitoring;
- Sending students to another school on a time-limited placement
- Fixed term exclusions for a period of ½ day to 5 days. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

Whilst a student is excluded it is imperative that the student remain at home or with their parent/ carer for the period of the exclusion. If an excluded student enters the Academy site or is near to the Academy during the period of exclusion parents/carers will be subject to a fixed penalty notice fine. Upon return, the student will be placed on report to the Head of School. Students who are excluded will not be invited to attend school trips for the remainder of the academic year. Upon re-integration, the child and parent/carers will meet with a member of the school's pastoral team to discuss and agree strategies and support to improve and manage behaviour upon return.

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- Learning plans (LP): Should students accumulate a high number of C3/C4's, parents/carers will be advised that their child will be placed on a learning plan. The LP will contain relevant, achievable and agreed targets which the students will work towards achieving alongside interventions and support within school. LPs are time limited, which if the student succeeds, will be removed once completed. Should the student fail to achieve the targets within the agreed time, exclusions will be served. Should the student continue to fail to achieve the targets, in spite of the support provided, an Additional Needs Plan (ANP) will be started, reflecting strategies, targets, behaviour and interventions to date.
- Community Plans (CP): Should students be involved in incidents of anti-social behaviour either within or outside of the academy parents/ carers will be advised that their child will be placed on a community plan. The CP will contain bespoke, relevant, achievable targets which will support an improvement in anti-social behaviours. CPs are time limited and if a student achieves the targets the CP will be completed. Should the student fail to achieve the targets in the agreed time an exclusion will be served. Should a student continue to display anti-social behaviours and make no effort to change their behaviours the academy will request that the police liaison officer visit the Academy to speak to the student about the potential impact of their behaviour both upon themselves and also the wider community.
- Acceptable Behaviour Contract – (ABC): If anti-social behaviour is severe or repeated it may lead to the Academy liaising with the police to issue an ABC which is time limited and stipulates terms by which the student must abide in order to meet the conditions of the contract. If the student fails to meet the conditions of an ABC the police can apply for an Anti-social behaviour order, seek support of a youth offending officer and continue to review the behaviour of the student.
- Meeting with police liaison officers to discuss behaviour and/ or issue an acceptable behaviour contract (ABC) – see section 10;
- Permanent exclusion

See appendix 4 for sample letters to parents about their child's behaviour.

8.3.1. Sanction Progression

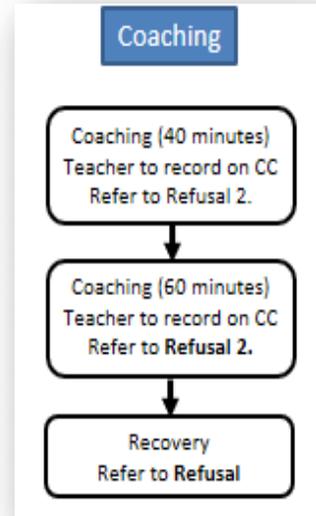
Teachers will always use their professional judgement before issuing sanctions. **Refer to 7.5 Guidance for Staff Managing Behaviour**

- C1 Verbal warning – name/initials written on the board. Can also be logged on Classcharts, with a description of behaviour
- C2 Verbal warning – name/initials written on the board. Can also be logged on Classcharts, with a description of behaviour. There is no further consequence for a C1/C2 – this is the student's opportunity to adjust their behaviours and avoid further sanctions.

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C3 Detention (Coaching) – (40 or 60 minute coaching detention, held immediately after school led by the Head of School). The academy operates a no-notice system resulting in students serving their detention immediately after school (from C3's submitted periods 1-4). The purpose of detention is for the students to serve a sanction for and reflect upon their behaviour. The class teacher enters the C3 onto Classcharts (at the end of the lesson or as soon as possible, but before 3:30 pm). The student does not leave the lesson. If a student refuses to attend their detention, this will be escalated to the next level (as shown in the diagram opposite). Also refer to Refusal in 7.5



Relocation - Refer to sanction levels below. Should a student's behaviour be of such that the class teacher is unable to teach they will be asked to 'relocate'. The student will be asked to go to another class, within the hill that they are being taught in, for the remainder of the lesson. Refer to Learning Recovery for guidance on student refusal.

C4 Learning Recovery – If a student has refused to leave the class to be Relocated, or if a student's behaviour has escalated to the extent that meets the Learning Recovery criteria shown in the Sanctions Levels the class teacher will submit a BTA email (THA-12-BTA). This generates a call-out to senior staff on duty and the student will be removed, quietly, from the lesson. *Nb. At times, depending on the level of the incident, it may be necessary for the teacher to send another student to ask for assistance in class, or remove the class to ensure the continued safety of staff and students.*

After a 12 BTA email has been sent, the student must wait to be collected from the lesson and not walk out. The student will be taken to the Learning Recovery room to serve the Learning Recovery and will stay in Learning Recovery until 4.00 pm. The full Learning Recovery (6 hours), where appropriate, will be completed the following day. If a student has an alternative provision, e.g. forest school, they may attend this but will be expected to make up the time the following day. In Learning Recovery students are expected to complete work following this timetable.

Period 1	Period 2	Period 3	Period 4	Period 5
Maths	English	Science	BTEC Sport; Dance; Drama; Food; French; Geography; History; Media Studies; Music; RM & Graphics; Spanish	Art/Photography PSHE Reading

Learning Recovery for the majority of students will take place in F5, however to meet the needs to some students this may be served in other areas of the school as deemed most appropriate by the Head of School.

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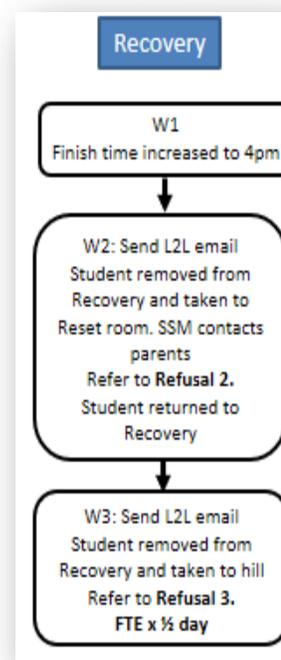
It is good practice and expected for the class teacher to meet with the student, where practicable, in Learning Recovery to agree strategies to improve working relationships and to ensure a smooth re-entry to the next lesson. Staff are required to enter a comment on Classcharts in relation to the restorative conversation being completed. Where a student is being supported by our THRIVE strategy, students gaining a C4 will work within the THRIVE facility.

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

Should a student voice a negative, personal comment directly to or about a teacher or staff member or voice derogatory comments about the teacher or staff member's professional practice an automatic C4 will be issued. Dependent upon the nature of the comment, further investigation and sanction may be appropriate.

C4s should not be given 5 minutes before the end of the lesson/when packing up etc. as the impact on learning is minimal unless there are exceptional circumstances.

Should a student not behave to the appropriate standards within Learning Recovery then the diagram above will apply.



8.3.2. Sanction Levels

The following diagram outlines the types of behaviour and associated sanctions for poor behaviour in lessons, in unstructured time and for outside of school. For behaviours deemed more serious than those listed below, staff can Report Incident – see below

Sanction Levels

Coaching (40 minutes)

- Disrupting learning
- Lack of class work
- Late to lesson
- Late to school
- Littering
- No homework

Coaching (60 minutes)

- No PE kit/ equipment
- Out of lesson time behaviour
- Refusal
- Unauthorised use of an
- Uniform infringement

Learning Recovery

- Health and Safety
- Smoking/ vaping
- Spraying water
- Swearing or derogatory
- Truancy
- Walked out of lesson and

Learning Recovery

- Bullying
- Damage to school
- Disruption to learning (after
- Failure of Learning/
- Handling stolen goods
- Walking out of class

Report Incident

For behaviours deemed more serious than those listed above, staff can Report Incident on Class Charts. When staff do this an email will be sent to all SLT and Pastoral staff. This will then be followed up by the appropriate school, with support from SLT Oncall, that day.

Should there be an immediate concern in class, staff should refer to the procedure outlined in Learning Recovery.

Report Incident

- Banned item/ substance
- Dangerous behaviour
- Fighting
- Purposeful physical
- Swearing directed at
- Report other behaviour

8.4. Mobile Phones

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We recognise that mobile technologies such as phones and iPads are part of everyday life but that such technologies need to be used appropriately. To this end we have defined unacceptable use of these devices below.

- Mobile phones, similar electronic devices and earphones must not be seen or heard during learning time (lessons, tutor time, assembly, trips/visits etc) or within 5 minutes of the start of lesson, unless otherwise instructed by the class teacher. It must be out of sight in the bottom of the student's bag. Normal classroom sanctions will follow for any student whose mobile phone is seen or heard during a lesson
- Using mobile phones to bully or threaten other students is totally unacceptable. Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour. If the use of technology humiliates, embarrasses or causes offence, it is unacceptable regardless of whether consent to take the photo or video was given. This also applies to abuse posted outside of school hours.
- It is forbidden for students to join together to target any student, individual or member of staff; to use their mobile phone to take videos/images in order to denigrate and humiliate an individual. Sharing, sending or uploading images/videos to other students or individuals, or making them publicly available is strictly prohibited. This also includes using mobile phones to photograph or film any student, individual or member of staff without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and this behaviour will be reported directly to the police for investigation.
- Mobile phones are banned from all exams. Any student found in possession of a mobile phone during an exam will be reported to the exam board and may have their paper disqualified. Such an incident may result in all other exam papers being disqualified.
- Any student who uses vulgar, derogatory, or obscene language transmitted through a mobile phone will face disciplinary action.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile phones or devices if they are bought into school. Parents/carers are reminded that in cases of emergency, the school office is the first point of contact and office staff can ensure your child is reached quickly and assisted in any relevant way. Passing on messages through school reception also reduces the likelihood of disrupting lessons.
- Mobile phones and similar electronic devices are not permitted within Learning Recovery or when serving a Learning Recovery within any part of the school. Devices will be stored safely with the pastoral team.

8.5. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Subject to this behaviour policy, the academy may discipline students for:

Misbehaviour when the student is:

- Taking part in any academy-organised or academy-related activity;
- Travelling to or from the academy;
- Wearing the academy uniform;

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- In some other way identifiable as a student at the academy.

Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the academy;
- Poses a threat to another student or member of the public;
- Could adversely affect the reputation of the academy.

Whilst a student is wearing academy uniform they are bound by the rules and expectations of the academy. Any student who breaks the code of conduct whilst in uniform will face the same consequences as if they were in school. For example, behaviour at the bus stop or on the journey to and from the academy is bound by the same rules as if on the academy premises. If unable to reprimand the student, a member of staff who witnesses any contravention of the Behaviour to Achieve policy should go to the academy reception to attempt to identify the student(s) concerned and report the incident to the appropriate Head of School. The Head of School and/or SLT decide on the seriousness of the incident reported and the nature of consequences necessary in line with the procedures outlined above. If repeated poor behaviour is evidenced outside of the academy the police will be informed.

For health and safety reasons, very high standards of behaviour are expected on academy residential and day trips. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site. Where poor behaviour occurs when a student is travelling to and from the academy, the academy reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Students are encouraged to wear their academy uniform correctly when travelling to and from the academy and must not be involved in behaviour that could bring the academy into disrepute.

8.6. Malicious allegations

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

When malicious allegations occur, they are very serious and are treated as such. Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious or unfounded, the academy Trust and Local Authority Designated Officer (LADO) will be informed and will refer the matter to the student's Local Authority social services team to determine whether the student concerned needs the support of external agencies or may have been abused by someone else. If an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the student who made it; where appropriate the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a student. The disciplinary action against a student might include a detention, fixed term or permanent exclusion.

8.7. Physical restraint

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

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

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

The Principal and authorised 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.

Please see University of Brighton Academies Trust Policy B2 - Physical contact policy

8.8. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

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

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

8.9. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

8.10. Statements

There are occasions where the Academy relies on witness statements in order to ensure that sanctions issued are fair and appropriate to the incident of poor behaviour.

Witness statements will be requested from students with the anonymity of the witness being of the utmost importance and at all times protected. Students support managers will lead in obtaining witness statements and teaching staff should not discuss incidents with students or make any public reference to students giving statements.

Should a statement be refused to be given, the school will act upon all evidence, including CCTV, to establish civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true and use this to apply appropriate sanctions.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Behaviour Data

Behaviour data (both for rewards and sanctions) will be used to monitor and put in place support for students and staff. It is vital that there is a no blame approach to using behaviour data. We are not blamed but are all accountable. We should all have an expectation that there will be a professional dialogue around the data. It may be the trigger for;

- Meetings with parents/carers to support understanding of emerging behaviours and learning needs;
- Attendance at SEN/ Thrive support sessions;
- Reflection and trying different approaches;
- Support for teachers who are giving out higher than average sanctions, or none at all.
- Support for groups of students, including classes, that are receiving higher than average consequences
- Reference to pupil passport, provision map, class charts, SIMS information
- Curriculum support or intervention from the curriculum and/or pastoral team to resolve issues;
- Group/Class changes – looking at student groupings;
- Coaching observations to look at behaviour issues and provide support;
- Looking at and implementing differentiation;
- Looking at and reviewing lesson planning/activities;
- Observing good practice of other staff;
- Attending BTA support sessions

12. Alternative Provision

To support the individual needs of our students they may be offered alternative provision.

Inclusion Panel

On a fortnightly basis, the Pastoral Team will meet to discuss the individual needs of students and how best to support them, including putting them on some type of alternative provision. Referrals to the Inclusion Panel will be sent to the SEN Administrator prior to each meeting.

Interventions for students, where possible, could include a referral:-

- For teen mentoring service;
- For THRIVE assessment;
- For time working within the THRIVE centre;
- For time working within the PRIDE centre;

- For a place within Forest School;
- For report to tutor, student support manager or Head of School
- Learning plan
- Community plan
- Interview with police liaison officer
- Acceptable behaviour contract (ABC)
- To EFT for alternative provision;
- The Workplace
- For support within College Central;
- For a 6-8 week school to school placement via the Hastings & Rother Panel;
- To CAMHS;
- To Young Carers
- To "My Time"
- To GP or school nurse service;
- To Educational Psychologist
- To SPOA
- To Early Help Keyworker service
- To ESBAS for behaviour support with an ESBAS practitioner within the Academy;
- To ESBAS for behaviour support with an ESBAS practitioner within the Academy; ESA: Extended Schools Support
- To ESBAS for attendance support;
- To Early Help Keywork service;
- To iRock;
- To Dragonflies bereavement counselling;
- Other internal or external Alternative Provision

The PRIDE Centre

The PRIDE Centre is an internal behavioural support provision. Students within PRIDE will work with dedicated staff for a fixed period of time. PRIDE students are held accountable to the same standards of behaviour as all other students in the academy. Refer to the **PRIDE Statement of Purpose**.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and [full governing board/committee name] every year. At each review, the policy will be approved by the Principal.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Preventing Bullying policy

Appendix 1: The Hastings Academy Way

THE HASTINGS ACADEMY WAY

Potential	There is no such thing as can't CAN'T	If you try and don't succeed, try again!	Accept feedback and build on it	Respect Respect yourself, the community & each other
	Try to improve everything you do	Face new situations with a positive attitude	Listen to others rather than talking over them	
Innovation	Determination		Always smile	Excellence Achieve your personal best
	Always focus on What Went Well	Turn setbacks into fuel to excel forward	Always smile	
AT THE HASTINGS ACADEMY WE...				Take pride in always producing your best quality work
Attend every day	Arrive on time ready to learn	Wear our uniform with pride	Do not bully	
Come prepared for learning, with the correct equipment	Leave excuses and poor behaviour at the door	Do not take things that belong to others	Look after our academy, using resources safely and responsibly	
Follow instructions from adults without question	Allow others to learn without disruption or distraction	Keep the environment tidy and litter free		
Democracy	Rule of law	Individual Liberty	Mutual Respect	Tolerance

 **PRIDE THROUGH SUCCESS** 

Behaviour to Achieve Policy



Appendix 2: Learning Plan

Learning Plan

Add date here

Name: X– currently 10 behaviour points

I agree to:-

- To follow all instructions of staff
- To make sure my phone is away during lessons
- To work to the best of my ability in lessons by producing a good amount of work

If I do not meet my targets and gain 10 more consequences during 6 school weeks – up to 20 behaviour points, the following consequences will happen:-

One day Fixed Term Exclusion (reintegration meeting to be held)

Stage 2 plan: 6 more consequences (26 behaviour points)

One day Fixed Term Exclusion (reintegration meeting to be held)

Stage 3 plan: 6 more consequences (32 behaviour points)

Two day Fixed Term Exclusion (reintegration meeting to be held)

This learning plan will run for six school weeks from X until X.

Signed (student):

Monitored by (staff)

Appendix 3: Community Plan

Community Plan

Add date here

Name:

I agree to:-

- Bespoke to student

If further anti-social or intimidating behaviour is evident a C4 will be entered and served.

If I break this plan (3 more consequences during 6 week contract for anti-social or intimidating behaviour), the following consequences will happen:-

One day Fixed Term Exclusion (reintegration meeting to be held) and Additional Needs Plan amended.

One day Fixed Term Exclusion (reintegration meeting to be held) and Additional Needs Plan amended.

Two day Fixed Term Exclusion (reintegration meeting to be held) and Additional Needs Plan amended.

This plan will run for six school weeks from X until X.

Signed (student):

Monitored by (staff):