



Hodgson Academy Behaviour Policy

Statement of Behaviour Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy and Care and Control Policy.
- The behaviour policy is understood by students and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Purpose

To create a positive, purposeful **teaching and learning** environment through:

- All staff understanding and feeling confident in their responsibility for the effective management of student behaviour.
- Encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect.
- Helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour.
- A system of rewards and graduated sanctions for students related to both academic progress, success and behaviour with the students being given opportunities to discuss and address their behaviour when appropriate.

Scope of this policy

This policy applies to all students when in or near school, travelling to and from school and on Educational Visits. Staff may discipline for any misbehaviour when the student is:

- Taking part in any school-organised or
- School-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a student at the school.

Staff may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

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

The Hodgson Academy Behaviour Code

Acceptable behaviour is communicated clearly to students in assemblies, form time, on corridors and the outside areas and in classrooms.

PAUSE reminds us all of the most important rules and expectations of the Academy:

P = Punctuality to School and to lessons

A = Attendance at School

U = Uniform worn in the correct manner each day

S = Safe & Sensible Behaviour

E = Effort

CARE highlights our commitment to the Hodgson Family and how we expect students to conduct themselves around each other and staff.

Consideration And Respect for Everyone

Underpinning PAUSE and CARE are the following expectations:

- I will respect other people and their property including being well-mannered and helpful at all times
- I will follow the instructions of members of staff
- I will attend lessons in full uniform, on time and 'ready to learn'

Roles and Responsibilities of Stakeholders

The Governors

The Governing Body are responsible for setting the general principles and expectation of excellent behaviour. The Governing Body have a responsibility to hold Senior Leaders to account for the accepted standard of student behaviour.

All staff

All staff will follow the school's published behaviour policy and consequence system. This will include referral systems being followed, support being applied, effective communication and parental contact and involvement.

The Headteacher

The Headteacher is responsible for ensuring behaviour standards are understood by staff, students and parents, and that staff consistently follow and apply these standards. The Headteacher may delegate these responsibilities to members of the SLT.

Senior Leadership Team (SLT)

SLT are responsible for upholding high standards of behaviour throughout the school by maintaining a strong presence in classrooms, during transitions and during unstructured time. SLT will assume a high profile around school and be on hand to offer assistance if and when required. They should be a clearly visible presence at all times of the school day, with particular attention given to the start and end of school. SLT will assist in the supervision of the Inclusion room and the supervision of the higher level detentions in school.

SLT should also support classroom teachers and subject leaders in carrying out their responsibilities. When students reach C4 and C5 on the consequence system a member of SLT will be responsible for issuing the sanction and ensuring that parents are kept fully informed.

Head of Department (HOD)

The Head/Assistant Head of Department is responsible for upholding high standards of behaviour within their department and supporting classroom teachers in carrying out their responsibilities as well as dealing with students that reach C3 on the consequence system. Heads of Department will have an overview of students' behaviour across their department by running and analysing weekly reports on Arbor of behaviour in their department and intervene where necessary.

Heads of House (HOH)

Heads of House have a responsibility for each child in their House and play an important and central role in maintaining behavioural standards across the school. This includes monitoring and dealing with incidences of misbehaviour which occur outside of the classroom, and behaviours which trigger our BMP system with responsibility for tiers A, B and C of the BMP. Heads of Houses should implement support strategies for students where their behaviour is causing concern across the school and liaise with parents contacting home and organising meetings. Heads of House will have an overview of students' behaviour across the school by running and analysing weekly reports of behaviour in their house and intervene if they have any concerns.

Classroom Teachers

Matters of classroom discipline are the direct responsibility of the class teacher. Classroom teachers are responsible for applying the Behaviour Policy and the Consequence System consistently and logging behaviour incidents and sanctions on Arbor. Their line-manager for classroom issues is their Head or assistant Head of Department. Classroom teachers will also create a positive learning environment and award students House Points for excellent work and behaviour.

All teaching staff

Pastoral Support Officers (PSOs)

Will assist with the operational aspect of behaviour management for students in the house that they are linked to in the first instance and other houses where necessary. This may include investigating incidents, taking witness statements, contacting parents, restorative

justice with students, logging incidents on Arbor and if necessary CPOMS. Pastoral Support Officers support the Duty Manager when needed.

Form Tutors

Form Tutors should contribute to the monitoring of students in their form and for communicating with the Heads of House when they feel that there is a cause for concern. Form Tutors should also contact parents if strategies for improvement are not having the desired effect or if they feel that early intervention would be beneficial. Form Tutors will also ensure that students are ready to learn and will carry out regular standards checks which monitor students bringing the correct equipment to school and standards of uniform.

Students

Students are responsible for their behaviour in the classroom. Classroom teachers are responsible for supporting and reinforcing this by establishing a positive climate for learning in their classroom and by applying the school behaviour policy fairly, consistently and with common sense.

Mobile Phones

Students are not allowed to use mobile phones in school. Mobile phones should not be seen or heard or used in any way in school or on the school site including outside areas. Failure to adhere to this will result in students being sanctioned and mobile phones being confiscated. Sanctions will escalate for repeat offenders and parents will be asked to collect phones.

Use of Arbor

Arbor is a piece of software that keeps parents informed of positive and negative log entries as well as attendance. It is essential that all parents activate their account with an up to date e-mail address.

Parents can view the number and nature of House Points that are awarded as well as behaviour logs that are recorded by classroom teachers. When detentions are issued, parents will be informed by an email from Arbor.

House Points

House Points will be awarded by staff via Arbor, to reward students who conform to our core values of PAUSE & CARE. This could include excellent work or modelling caring, helpful and polite behaviour.

Extra-curricular contributions will also be recognised by the allocation of House Points. Students will also be rewarded for their attendance, effort and performance in subjects contained in their Progress Reports.

Consequence System

'Consequences' or sanctions are the route taken when a student's behaviour falls short of the academy's expectations. The different stages of the consequence system are outlined below. At the C1 and C2 stage of the consequence system students are given the opportunity to reflect and amend their behaviour. As behaviour escalates sanctions are put in place.

For more serious instances of behaviour students may be immediately placed on a higher stage of the consequence system.

When a behavioural incident warrants an investigation the Academy will reach a decision, after careful consideration, based on the balance of probability. Underpinning this process is the impartiality and professionalism of the staff that deal with and investigate the incident.

We accept that receiving a negative phone call or letter is not a pleasant experience and can be upsetting. We also recognise that parents/carers may wish to ask questions or offer views regarding the application of this policy. However, the Academy will only reverse a decision if it clear that an error has been made, not because a parent/carer disagrees with that decision.

Stage	Consequence	
Class teacher uses classroom strategies to manage low level disruption.	Verbal warning	Member of staff responsible
C1 Low level disruption not addressed by classroom strategies.	Students are warned regarding low level behaviour.	Class Teacher
C2 Disruption is sustained affecting teaching and learning.	Subject teacher addresses behaviour logged by class teacher. Behaviour is discussed with student by classroom teacher. Non compliance is followed up in first instance by the classroom teacher.	Class Teacher
C3 Continued negative behaviour causing persistent disruption to teaching and learning or refusal to follow the Academy's moral code OR immediate behaviour that needs "On Call".	C3 removal from lesson will result in a 20-minute after-school detention.	Head of Department/Second in Department/Director On call
C4 – Higher level incident	Duty Manager called. Student may be temporarily withdrawn from lessons pending investigation. Behaviour logged as per direction of duty manager. Sanctions: <ul style="list-style-type: none"> • Inclusion • Inclusion for part of or the remainder of a day • After school detention 	Duty Manager/ SLT
C5 –High Level Incident or failure to comply with C4	Sanction issued and logged by SLT as appropriate. <ul style="list-style-type: none"> • Fixed Term Exclusion • Inclusion (if extenuating circumstances allow) 	Duty Manager/SLT/ Headteacher/Deputy Headteacher

Behaviour in unstructured time i.e. before school, at break/lunch and after school, including the local community, will also follow the same system.

Examples of behaviours at each stage of the consequence system – please note that this is not a prescriptive list:

C2 - Low level classroom disruption. Behaviour is logged by the classroom teacher and student is warned that if behaviour persists they will face a C3 and a sanction.

e.g.

- Behaviour which disrupts the learning of other students
- Failing to complete work
- Disrespect to staff or student
- Failure to follow instructions after warnings
- Ignoring school rules e.g. chewing gum in school

C3 – Repeated classroom disruption/refusal to comply which requires removal by/to HOD/ on call for remainder of lesson and a 20 minute detention. Student fails to respond to behaviour strategies of classroom teacher. Students continue to ignore school rules after intervention.

C4 – Higher level incident – Inclusion, Partial Inclusion or Detention

e.g.

- Smoking
- Bullying
- Unsafe behaviour
- Spontaneous confrontation with student
- Bringing the School's name into disrepute in community (dependent on nature of incident)
- Theft (depending on nature)
- Damaging School property (depending on nature)
- Inappropriate language with intention of causing offence
- Partial truancy
- Failure to comply with BMP
- Selling in school for personal profit
- Refusing to follow instructions of a senior member of staff
- Refusal to attend a detention
- Inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic or sexual. (dependent on nature)

C5 – High level Incident –Exclusion

e.g.

- Serious assault /Premeditated fight.
- Inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic or sexual.
- Serious threatening behaviour towards a member of staff.
- Aggressive defiance/Refusing to follow instructions from a senior member of staff.
- Bringing prohibited item into school.
- Repeatedly and consistently ignoring school rules.
- Bringing the School's name into disrepute in community(dependent on nature of incident)
- Theft (depending on nature)
- Damaging School property (depending on nature)
- Making a malicious allegation against a member of staff
- Serious and ongoing bullying
- Truancy
- Selling in school and ignoring previous warnings.

Inappropriate behaviour in unstructured time may be sanctioned at C2, C3, C4 or C5 level.

Detentions

Detentions will only be issued for C3 level incidents or above. Detentions will now take place in Year groups with behavior detentions for all year groups taking place on a Tuesday. Lates and Standards detentions for all year groups will take place on a Thursday. Students will be escorted to their detention by their session 5 teacher. Non compliance will result in students being issued with three lunchtime detentions.

Students may be kept behind at break or at lunch by members of staff to discuss and reflect on their behaviour. Students will be given the chance to use the canteen or use the toilet during non contact time.

It is not a legal requirement for the Academy to have parental permission to keep a student after-school to complete a detention. It is the intention of the Academy to give parents at least 24 hours' notice of an after-school detention, but this is not a legal requirement. Occasionally, students may complete a same-day after school detention but this will always be following communication with a parent or carer.

Parents and carers will be informed about detentions via Arbor. It is essential that parents and carers have activated an Arbor account with a valid e-mail address.

Detentions apply to all students. Failure to comply with a detention, regardless of whether the parent/carers supports the sanction, may lead to a student being withdrawn from lessons until the sanction is deemed to have been completed appropriately.

If a student directly ignores an instruction from any member of staff to attend any detention, or leaves any detention without permission before the detention has been completed, this will be immediately referred to SLT for further action. This may result in the student receiving either a C4 Inclusion or C5 Fixed Term Exclusion sanction.

Standards and Lates

The Academy has high expectations for the way in which students present themselves at school both in terms of their uniform and appearance and their preparedness for learning. Where a student fails to meet these expectations, such as by breaching the uniform and appearance policy or failing to bring the expected equipment to school, they may be issued with a Standards log. Two standards logs awarded in a week will result in a 15 minute detention on a Thursday.

Students are also expected to be on time and punctual for school. If a student arrives late to form twice in a week they will be issued with a 15 minute detention on a Thursday. If a student arrives late for school after registration they will be issued with a 15 minute detention on a Thursday.

More extreme or persistent breaches the uniform and appearance will be dealt with in accordance with the uniform and appearance policy.

The Behaviour Management Plan (BMP)

Students whose behaviour gives consistent cause for concern across the school may be placed on the behaviour management plan. The purpose is to give students clear targets on how they should improve their behaviour whilst under a closer period of supervision. Classroom teachers will mark on the BMP report card whether the targets for improvement are being met

Parents should be notified by the form tutor or Head of House if a student moves onto the BMP at any tier and sign the BMP report card each evening.

Movement through the tiers is only possible after a range of strategies available within a given BMP Tier have been tried, and after sufficient time has been given for the strategies to work. The minimum length of time on any tier should be three weeks, unless there are exceptional circumstances. Students can move down the tiers as well as up.

A review will take place after 3 weeks (or another agreed timescale) either by telephone or between parents, student and the member of staff managing the student.

TIER	TYPICAL BEHAVIOUR	MANAGER
Level below the tiered system	Low level misbehaviour beginning to be noticed	House Form Tutor
A (White)	Low level misbehaviour	House Form Tutor Head of House consulted and informed
B (Yellow)	Misbehaviour continues and escalates into more serious incidents.	Head of House
C (Blue)	No improvement after specified time and range of strategies used. Behaviour worsens.	Member of ELT SLT link to House

Behaviour Improvement Plan (BIP)

Students whose behaviour still gives serious cause for concern will then be moved on to a Behaviour Improvement Plan. This will be written by the Senior Assistant Headteacher for

student conduct in conjunction with the student, parents and relevant staff e.g SENCO, Head of House, Form Tutor.

Supervision of students on Behaviour Improvement Plans will be decided on a case by case basis. Students at risk of permanent exclusion will report directly to the Headteacher or Deputy Headteacher unless otherwise stated.

Use of the Inclusion Room

The Inclusion Room provides a space for students to complete work set by their teachers in a purposeful manner away from the classroom. At the Headteacher's discretion, an alternative room may be used for the purpose.

Students may be directed to work in the Inclusion in the following circumstances:

- If a student receives a C4 Inclusion sanction. In these circumstances the student will attend school from 9.00-3.20pm and work in the Inclusion Room throughout. This sanction may be exercised by the Headteacher, Deputy Headteacher or SLT Duty Manager.
- A student returning to school following a significant fixed-term exclusion may spend the first day working in the Inclusion Room as part of the re-integration process
- Other circumstances in which withdrawal from lessons for a period of time is appropriate at the discretion of the Headteacher, Deputy Headteacher, or SLT Duty Manager.

The Inclusion Room will be a busy purposeful space where learning and the acquiring of good working habits takes place. Meaningful work will be set by teachers whilst students are in the Inclusion Room. Withdrawal to the Inclusion Room includes the loss of ordinary break and lunchtime privileges.

Poor behaviour, refusal to enter the Inclusion Room, failure to comply with instructions or failure to complete work in the Inclusion Room will result in further sanction. This may include repetition of the original sanction or fixed-term exclusion.

Recovery Room

Students may be directed to the recovery room for a period of time. Examples of circumstances where this would be appropriate:

- If withdrawal from a specific lesson is appropriate with eventual repair, rebuild and reintegration.
- Multiple C3s and consistent disruption to teaching and learning in a day. In these circumstances they will work in the Inclusion Room for the remainder of the day.
- If students need to be separated from other students for a set period of time and need a quiet and calm environment.

Other Measures

Other possible support strategies or sanctions to address behavioural issues may include:

- Withdrawal from all lessons in the short term for students experiencing temporary issues
- Managed Moves
- Placements in alternative provision
- A short period of directed 'respite' in a local school

Equalities Act 2010

The school acknowledges its legal duties under the Equalities Act 2010.

Sexism and Sexual Harassment

Instances of sexual violence and harassment will be taken seriously as this is completely against the school ethos of CARE – Consideration AND Respect for Everyone.

Sexual Harassment includes unwanted conduct of a sexual nature – such as sexual comments, sexual jokes/banter or taunting, physical behaviour like interfering with clothes, or online harassment of a sexual nature.

Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

When dealing with such incidents the school will assess whether the response needed will be to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Such incidents can be very emotive and complex. In certain circumstances where the incident is of a 'lower level' the school's response will be aimed at changing the perpetrators behaviour and preventing repeat behaviour. This may include support from outside agencies as well as from within the school.

In all cases the school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

If a sanction is needed then the full range of consequences will be considered.

The school will listen to the victim of any incidents before deciding on a sanction and any discussions will inform our response but it should also be noted that the final decision regarding sanctions and actions taken rests with the school.

Please refer to the Child Protection and Safeguarding Policy, Peer on Peer Abuse Policy, Online Safeguarding Policy and Anti Bullying Policy for more information.

Students with special needs and/or social, mental and emotional needs (SEND students)

Staff have a responsibility to read the SEND information regarding the students in their care, and plan accordingly for their learning and/or social, mental and emotional needs.

In dealing with behaviour issues reasonable adjustments will be considered for SEND students.

Fixed term exclusion

The decision to exclude a student is serious and is only taken as a last resort or where the breach of the Academy rules is serious or persistent. The below are examples of where exclusion may appropriate, but this is not an exhaustive list.

- Serious assault/premeditated fight.
- Inappropriate language or rudeness which is deliberately discriminatory, i.e. racial, homophobic or sexual.
- Repeatedly and consistently ignoring school rules.
- Bringing the Academy into disrepute in community
- Theft
- Making a malicious or false allegation against a member of staff
- Serious and ongoing bullying
- Truancy
- Persistent Selling in school and ignoring previous warnings.
- Failure to comply with a reasonable request from a senior member of staff
- Refusal to wear items of uniform which have been provided by the Academy where a student is in incorrect uniform
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System'
- Wilful damage to property
- Homophobic or racist bullying
- Sexual misconduct
- Persistent defiance or disruption
- Persistent disruption to teaching and learning
- Other serious breaches of Academy rules

On returning to school from a fixed term exclusion, students together with parents/carers must attend a re-integration meeting to address the behaviour that led to the exclusion and how future instances will be avoided. Students who do not complete the re-integration meeting successfully will not be re-admitted to school. Students returning to school from a fixed term exclusion may also complete a day in the Inclusion Room as part of the re-integration process.

Permanent exclusion

A decision to exclude a student permanently should only be taken as per the guidelines in the Department for Education Guidance for Exclusion from maintained schools, Academies and student referral units in England September 2017.

Online Safeguarding - (see school policy for further details)

Whenever a student infringes the Online Safeguarding Policy such as cyber-bullying, the final decision on the level of sanction will be at the discretion of the Senior Leadership Team. This includes online safeguarding incidents which may take place outside of the Academy, but are linked to membership of the Academy. All breaches of the Online Safeguarding Policy will be recorded and referred to the Designated Safeguarding Lead or Person.

Examples of sanctions are:

- Refer to Headteacher
- Contact with parents
- Fixed Term Exclusion
- Refer to PCSO
- Refer to e-safety officer
- Refer to the Police

Searching, Screening & Confiscation

PLEASE NOTE THAT THIS SECTION IS CURRENTLY BEING UPDATED TO REFLECT THE LATEST GUIDANCE AND LEGISLATION

Under common law, schools have the ability (indeed the duty) to search and confiscate any items which they believe pose a danger or threat to students, or any other persons on school premises – this arises from the duty of care owed to students, and the fact that teachers are 'in loco parentis'.

Schools are **not** required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search. We will inform the parent/carers where alcohol, drugs or potentially harmful substances are found, though there is no legal requirement to do so. Complaints about screening or searching should be dealt with through the normal Academy complaints procedure.

If a student agrees (and note the question of 'capacity' to give consent) then staff may search a student and his/her belongings. If a student refuses, a search can only be carried out if it is reasonably suspected that a student has 'prohibited items' in their possession:

- Knives or weapons,
- Alcohol
- Controlled or illegal substances
- Stolen property
- Tobacco
- Cigarettes and cigarette papers, e-cigarettes and any associated items
- Fireworks
- Pornographic material/images which may require the searching of student phones or social media
- Inappropriate images of any kind, e.g. violent images/videos
- Any article that has been or is likely to be used to commit an offence, cause injury or cause damage to property
- Items brought into the Academy in order to be sold to other students

Screening is permissible, and schools can require any students to undergo screening – even if no reasonable suspicion that they are in possession of prohibited items. If they refuse, they can be asked to leave, and refused return until they comply.

Points to note re searching:

- Must be done by an authorised member of staff (staff can refuse to be 'authorised', they cannot be required to carry out a search of students).
- Staff member that conducts the search must be of the same sex as the student. In diverse circumstances students may be asked their preference as to which gender conducts the search.
- There must be another member of staff present as a witness, also of the same sex, if possible.
- Searches can only be carried out on school premises or where the staff have responsibility for the students (educational visits etc.)
- Cannot require the removal of clothing, apart from 'outer clothing'
- Can search pockets, but no form of intimate search.
- Can search student belongings
- Reasonable force can be used, as required.
- No requirement to notify parents, either before or after the search.
- No requirement that staff be trained
- No requirement to keep a written record of any search carried out
- Staff will search if it is suspected that the student has any item banned by the Academy's rules
- Staff will search if it is suspected that the student has an item(s) that is/are being sold by the student
- In the exceptional circumstances where it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older
- Police may be called to deal with any search if appropriate

Confiscation

School staff can seize any prohibited item found as a result of a search. They can seize any item they consider harmful or detrimental to school discipline.

Weapons must be handed over to the Police. Drugs should be handed to Police, unless there is a good reason not to. Any other prohibited items will be retained or disposed of as the school deems appropriate.

Mobile Phones/Electronic Devices

The law allows mobile phones/electronic devices to be searched, and data to be downloaded and retained.

Data or files (including images or video clips) may be deleted if the Academy believes there is good reason to do, so unless the Academy is going to give the device to the police in the event that it is believed the content is illegal.

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Parents should be mindful as to their duty of care in ensuring that students do not view or access web sites that are not appropriate for their age. Almost all social media services require users to be at least 13 years of age to access and use their services. This includes Facebook, Snapchat, Twitter, Instagram, Musical.ly and Skype.

A copy of the data may be retained by the Academy and recorded on the student file.

Use of reasonable force (see Care and Control policy)

All 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.

Malicious allegations against students or staff

The Academy views these extremely seriously and will always be investigated by the Headteacher or a representative of the Headteacher, as referenced in the Academy's Safeguarding Policy.

Reviewed by: Andrew Day - Sept 2022

Approved by:

Approved Date:

Next Review Due: