



# **Behaviour Management Policy**



**September 2023**



## **Mission, Vision, Values and Ethos**

### **Our Vision Statement:**

The Halley Academy is a place of opportunity where respect, resilience, integrity and collaboration matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are proud, articulate, confident, independent learners equipped to take our place in wider society. As lifelong learners we develop our international mindedness and intercultural understanding. This is so that we are in a position to pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

### **Our Mission:**

**“Together we inspire, learn and achieve”**

### **Our Values and Ethos:**

At The Halley Academy, our values are the cornerstone of everything we do.

#### **Respect**

We expect everyone to take responsibility for their learning and be lifelong learners.

#### **Achievement**

We aspire to achieve our full potential in everything we do.

#### **Collaboration**

We enrich the experiences of all through our local, national and international partnerships. We do this by working together to achieve excellence.

#### **Integrity**

We embrace the opportunities we are presented with to show our strong moral principles, the IB learner profile and our respect and acceptance for others.

#### **Resilience**

We empower all to develop a ‘can do’ attitude and have confidence in their ability to progress in the face of challenges.

Policy Review Dates		
Date	Description	
05/10/18	Policy revised to reflect Governing Body comments at Board Meeting on 13/09/18. All acronyms are replaced with words in full.	October 2018
23/07/19	Amendments in response to the Staff Working Party on Behaviour, tasked to review policy and protocols.	September 2019
07/07/2020	Policy revised to reflect COVID-19 and changes to Commitment to Learning ladder.	September 2020
07/07/2021	Policy revised in response to Staff Working Party feedback.	September 2021
09/09/2021	Mission and Vision page added.	September 2021
18/11/2021	Fixed Term Exclusion replaced with Suspension.	November 2021
21/02/2022	Updates relating to sexual harassment and violence.	February 2022
18/07/2022	Full policy review including references to Bromcom, vapes and e-cigarettes, child on child abuse, false eyelashes.	July 2022
25/08/2022	Update to searching pupils.	August 2022
04/01/2023	Definition of disruption free learning added to objectives. Rewards information included in the policy. Equality section added.	January 2023
14/08/2023	Full policy review. LOPT updated to include "loss of personal time with Academy Leadership Team: 2 hours". Vaping added within smoking section.	August 2023

BEHAVIOUR MANAGEMENT POLICY- DISCIPLINE SUPPORT STRUCTURES  
*(All behaviour incidents must be logged on Bromcom)*

**Together we inspire, learn and achieve**

The Halley Academy is a place of opportunity where respect, resilience, integrity and collaboration matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve. We are proud, articulate, confident, independent learners equipped to take our place in wider society.

**Restorative approaches reflect our values and should always be used to resolve conflict where appropriate.**

### **Objectives**

- **To provide guidance for staff, students, parents, carers, governors and other stakeholders on how we enable our students to be safe at all times, ready for learning and respectful of all members of our Academy community**
- **To ensure that everyone follows our Respect Code**
- **To provide a safe, stimulating and orderly learning environment where staff can deliver highly effective teaching**
- **To provide a disruption-free learning environment. Disruption is anything that interrupts teaching and learning at an individual or whole class level**
- **To enable all our students to make progress in learning**
- **To promote positive behaviour through rewards**
- **To promote positive behaviour in the local community.**

At our Academy we wish to provide a caring, safe, supportive and positively challenging learning environment. All students and adults at the Academy are to be valued. This policy should be read in conjunction with other policies including: Anti-bullying Policy; Exclusions Policy; Safeguarding Policy; Attendance and Punctuality Policy; Inclusion Policy; Pastoral Support Programmes; Rewards information (contained in Staff Handbook); Teaching and Learning Policies; Acceptable Use of Technology Policies.

### **Equality**

The Academy Behaviour Management Policy takes full account of the duties under the 2010 Equality Act. The Academy makes reasonable, appropriate and flexible adjustments for pupils with a disability, including mental health difficulties. We closely monitor data on behaviour for evidence of over-representation of different groups and act promptly to address concerns.

Pupils who have an Educational Health Care Plan or an identified additional need(s) will also be expected to follow the Behaviour Management Policy. However, reasonable adjustments will be made for appropriate individuals. Advice from the Academy's Inclusion Team and from external agencies, when appropriate, will be taken and communicated to staff as necessary. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings.

Staff must refer to the student's ILP for further information and strategies where required. Some pupils may need an amended approach in order to break down their individual barrier to learning and understanding. Further guidance should be sought from the Inclusion Team or SENDCo.

## Student Expectations

All students and parents sign the Home-Academy Agreement in which they agreed to comply with all the Academy expectations including full uniform.

The Respect Code summarises the expectations at our Academy:

## RESPECT CODE



**AT ALL TIMES WE SHOW RESPECT FOR OURSELVES AND EACH OTHER**

### IN LESSONS

- Our teacher welcomes us at the classroom door
- We arrive on time ready for learning
- We use electronic equipment only when told to do so
- We take responsibility for our own learning and that of others
- Our teacher dismisses us when we are attentive and quiet

### IN THE ACADEMY

- We keep the academy clean and tidy
- We wear correct uniform at all times
- We walk safely and purposefully around the academy
- We eat outside or in designated areas
- We keep our phones and headphones off and away in our bags

The adults in the Academy can support the students by:

- The quality of our relationships with each other and them
- Modelling the behaviour we want to see at all times
- The quality of our provision and meeting the needs of all of our students
- A well-informed understanding of the needs of all students
- The scaffolding we put in place, including the use of routines, rewards, clear expectations, fair and predictable responses to both negative and positive behaviour
- Planning for behaviour
- Working in close partnership with parents and carers
- Investing time to allow our students to make mistakes and learn from them.

In order to ensure routines to support students' attitude to learning and positive behaviour, all adults must use the Four to Exit and Four to Enter every lesson:

## FOUR TO ENTER, FOUR TO EXIT



This visual should be displayed in every classroom and learning space.

### **Four to Enter**

- Be ready to meet and greet your students at the door
- Support movement and conduct of other students in the corridor near your room
- Meet and greet your students at the door as they arrive – start your interaction with students positively, smile and model the behaviour you want to see, check uniform
- Ensure all phones are away
- Have a seating plan in place, ensure students know where they should be seated. Wherever possible pre warn students of any changes, to give them time to adjust
- Students should have equipment out on the table as soon as they are seated. Support students to embed this expectation through your reminders and encouragement. Students need your support to embed this expectation
- The starter should be on the board and ready to go as soon as students have done the above. This is to engage them in your lesson and get them ready for learning.

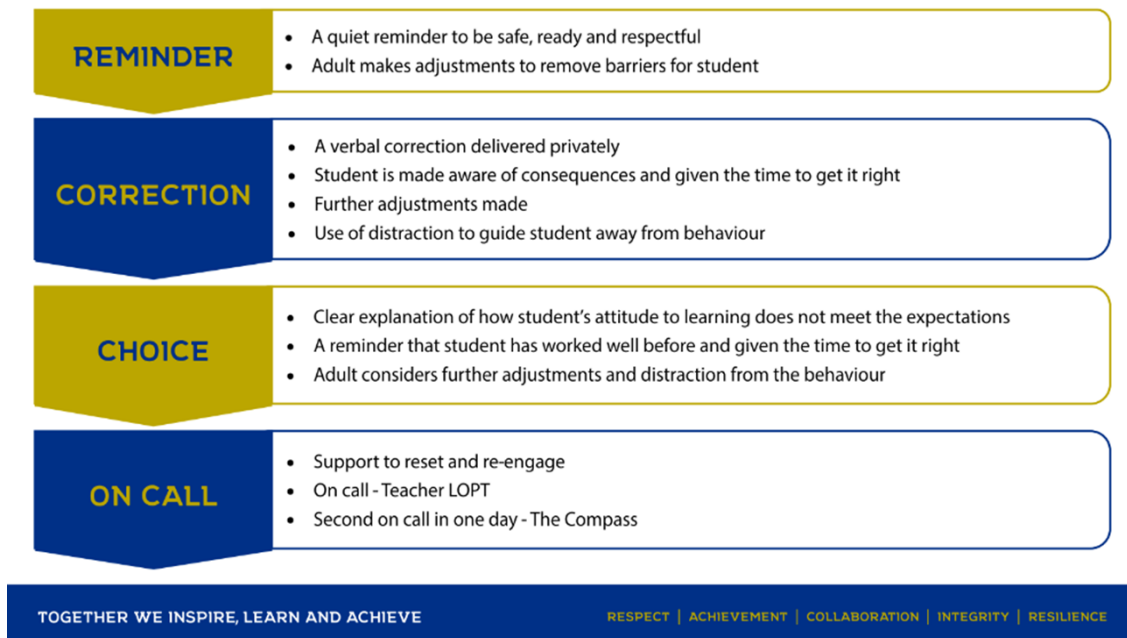
### **Four to Exit**

- Give students time to pack away calmly at the end of the lesson
- Students to stand behind their chairs before they are dismissed – staff should ensure students are calm before they enter the corridor to move to break, lunch or their next lesson
- This gives you the opportunity to check that the learning environment is clean and ready for the next class
- Check uniform before dismissing students – establishing this as a routine will support your colleagues
- Ensure no phones are out
- Dismiss the students in an orderly manner – by row or table works well and supports good conduct in the corridors.

### **Dealing with Unacceptable behaviour**

The first line of discipline will always be the classroom teacher. A well-prepared, paced and pitched lesson will engage students and minimise the possibility of unacceptable behaviour likely to cause difficulties and disruption to learning. Rewarding positive behaviour reinforces expectations. The teacher will employ a range of strategies that reinforce the Academy values, rules and procedures, and use rewards and

sanctions consistently to support appropriate behaviour in the classroom. The more severe the sanction the more likely the situation will escalate into a confrontation. Students need to be given a controlled way out of inappropriate behaviour and be allowed to know which rule they have broken, take responsibility for their behaviour and understand what the consequences will be if they continue to behave in this way. All teachers should use the behaviour management flow chart.



There should be an emphasis on positive action (recognition and reward) and prevention. Problems that occur should be dealt with constructively. The following forms of approach enable the Academy to support and maintain this ethos:

#### Preventative Discipline

- clear values and expectations discussed with the students
- clear expectations about learning
- attractive classrooms and general environment surroundings
- well-planned seating and access to equipment creating an effective learning environment
- adaptive teaching.

#### Corrective Discipline

- appropriate use of language to modify a student's inappropriate behaviour
- tactical ignoring of some behaviours where no disruption is caused
- tactical ignoring of secondary behaviours where appropriate
- use of body language and non-verbal cues to correct behaviour
- defusing potential conflict
- re-emphasising rules and values
- giving simple choices
- taking a student aside from the group
- the use of logical consequence (the behaviour and the outcome are related).

#### Supportive Discipline

- following up on a disruption later to avoid disrupting learning or confrontation
- encouraging students whenever possible in a ratio of 4:1 (positive: negative feedback)
- developing a behaviour 'contract' with a student if deemed necessary
- developing a climate of respect
- building a positive classroom environment.

Respect

Achievement

Collaboration

Integrity

Resilience

## **Self-Discipline**

- students taking responsibility for their own actions
- community service and other sanctions which reinforce collective responsibility or the need for reparation or compensation
- restorative meetings giving students the opportunity to understand the impact of their actions on others
- student leadership to foster a climate of pride, role models and responsibility e.g. peer resilience mentors, guidance coaches, small school leaders, sports captains etc
- through setting own targets for improved behaviour and learning with tutors, student leaders or Directors of Progress and Small School Managers.

**A student-friendly version of the Behaviour Management flow chart should be visible in all classrooms and learning spaces.**

Where student behaviour has been a cause for concern this should be logged on Bromcom and followed up appropriately. It is important to recognise that Bromcom is a logging tool and staff should follow the Attitude to Learning Ladder below. Staff should use email or conversations to inform the appropriate middle or senior leader where referral is necessary, as well as record the incident and their own sanctions/actions on Bromcom. Outcomes should be logged on Bromcom and feedback given to those involved.

There is a range of possible consequences, as laid down in the Attitude to Learning Ladder, to different types of behaviour. Professional judgement should be used to ensure the sanction is proportionate and takes into account the needs of the young person, including Special Educational Needs, Disability, age and religious requirements. Consultation with Directors of Learning, Directors of Progress, Small School Managers, and the Academy Leadership Team will enable consistency across the Academy.

## **Misbehaviour should be dealt with by the teacher in the first instance by:**

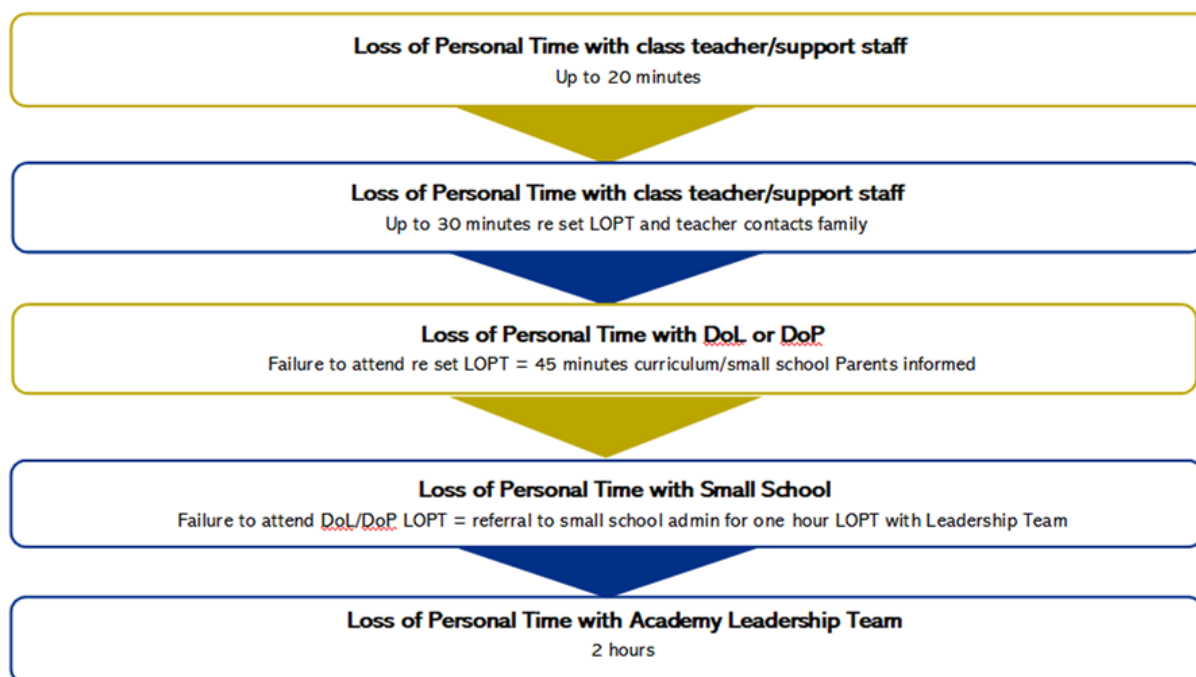
- Using the behaviour management flow chart
- Understanding the triggers and planning to remove these triggers each lesson – discussion with the Director of Learning, Director of Progress, Special Educational Needs Co-ordinator, Lead Practitioners or Academy Leadership team to support
- Keeping the student back after the lesson or arranging to see them on their own later
- Making sure that they understand the work or that it is demanding enough
- Contact with home.

## **Sanctions**

### **Loss of Personal Time/Detention**

- Loss of personal time (LOPT) and restorative meetings to reset for the next lesson must take place at a pre-arranged location within 24 hours of the incident and can take place at break, lunch or after the Academy day. Successful repair is the joint responsibility of the teacher and learner
- Where a student fails to adhere to a loss of personal time or restorative meeting parents/carers should be contacted and the time reset (up to 30 minutes)
- Failure to arrive for the reset sanction will result in referral to the Director of Learning for loss of personal time
- Failure to complete the sanction with the Director of Learning will result in referral for a Small School Leadership loss of personal time
- Failure to complete a small school LOPT will result in a referral to a Friday 2-hour leadership team LOPT
- Students who arrive late to learning should lose personal time at the nearest break, lunchtime or after-school
- All students should be learning in loss of personal time.





### On-Call

Where a student's behaviour is serious and requires immediate action then the member of staff should follow the on-call procedures. A member of staff can call for support via an on-call email alert.

The Academy will have members of the Academy Leadership team on-call.

On-call is used if:

- a situation cannot be resolved by the teacher
- there is a serious breach of Academy rules.

If a student is truanting, he or she will be returned to the lesson. The class teacher must record on Bromcom in order for a one-hour Small School LOPT to be issued.

The member of staff responding to an on-call will always work to reset and re-engage the student back into learning in the classroom. Any student receiving an on-call will receive a 20-minute LOPT with their subject teacher. A student who has received two on-calls in one day will be taken to The Compass and serve an internal exclusion.

The administrator who is the radio hub will always communicate this with the responder and maintain clear records.

**Every incident dealt with by on-call staff must be logged on Bromcom by the teacher initiating the call-out.**

**On-call** staff should use Small School bases for student statement writing, where a review of an incident is needed or space to 'cool down' is required.

### The Compass

Where appropriate, the Academy provides an alternative to suspensions, which ensures continued access to learning and supports in managing future behaviour and identifying unmet needs. The Compass provides consequence, reflection, and reset, driven by restorative approaches.

There is a tiered approach to the use of The Compass provision, which is an exclusion from mainstream school. This approach is supported and complemented by the small school model.

There are 3 routes into the use of The Compass.

1. As a planned reintegration into the Academy following a suspension, as directed by the Principal, Deputy Principal or ALT Behaviour Lead.
2. For serious breaches of the behaviour code and is an agreed outcome between the member of the Academy Leadership Team and the ALT Lead or Deputy for Behaviour, following a full investigation by small schools.
3. For significant breaches of the behaviour code and is directed follow-up through the daily review of the Bromcom report. However, in some cases, a student may be placed into The Compass by a member of the ALT to complete a day.

If a student has behaved in such a way as to warrant exclusion from lessons a member of the Academy Leadership Team may decide to refer them to The Compass for one day.

When a student has such a referral then they are expected to reflect on their behaviour, write statements if required and work in silence completing work set by the class teacher or the supervising member of staff. Students will not go out at break or lunch times.

Families are informed through a telephone call from the small school team. The Bromcom event log is updated/checked by the small school administrator with The Compass as an outcome and the central record sheet is completed.

Students referred to The Compass for 1 day are dismissed 45 minutes after the end of their usual Academy day (1 hour on a Wednesday).

When a student is in The Compass staff complete a daily report sheet, which is shared with the small school team and placed on the student's file.

Following a one-day referral to The Compass students are placed on a positive report to their tutor.

If a student has behaved in a way that warrants a suspension, members of the Academy Leadership Team may decide to internally exclude them for a fixed number of days in The Compass.

When a student is referred to The Compass, they will arrive at the Academy at 8:15am. They will remain in The Compass 45 minutes after the finish time of their usual Academy day (1 hour on a Wednesday). Whilst in The Compass the student will be working on personalised work, aided by specialist staff. The student will not be allowed out at break or lunchtimes.

Anyone in The Compass following a referral for multiple days will receive a phone call home explaining why and giving a clear indication of further sanctions that might apply. A meeting with parents and carers will also take place. Failure to complete the referral to The Compass to a satisfactory level will result in a further day or could lead to suspension.

### **Suspension or Permanent Exclusions**

This is for the most serious incidents and will either be a suspension or permanent exclusion. A suspension of more than 5 days results in the student being referred to the 6th-day provision, either in The Compass or an alternative provision in the Royal Borough of Greenwich. The Academy will provide work for any student

who has been excluded for them to complete during their suspension.

If a student receives several suspensions and is at risk of being permanently excluded, they may be required to attend an *informal governors' disciplinary hearing* with their parents/guardians.

### **Pastoral Support Programmes**

A pastoral support programme or PSP is a 16-week process. The student, parents/carers, Director of Progress, and a member of the Academy Leadership Team meet to assess the issues and put in place targets for the student to work towards, as well as support to enable the student to meet the SMART targets. There are further review meetings at 2 weeks and 8 weeks, before the final meeting at 16 weeks. At the 16-week meeting one of the following outcomes will be agreed upon:

- Successful Pastoral Support Programme – Pastoral Support Programme ended
- Fragile pass – Pastoral Support Programme extended
- Failed – referral to the Fair Access Panel where the Academy will be directed to either a change of school for the student, a managed move or to provide further support to meet the student's needs.

### **Report Cards**

Students can be placed onto a monitoring report card by their tutor, Director of Progress, Small School Managers, or member of the Academy Leadership Team. The report cards are used to track where and what students are doing to support conversations to encourage students to transfer the positives across the board. Where there are concerns in a particular curriculum area the student may be placed on a subject monitoring report. An attendance and punctuality monitoring report card should be used where there are punctuality and attendance issues. The central Academy report cards should always be used.

When a student is placed on a report card parents/carers should always be informed in order that they can monitor and support them at home.

### **Unacceptable Behaviours**

**Truancy** - Truancy is when:

- A student chooses not to go to class
- A student 'hangs around' in the corridors and avoids going to lessons
- A student is out of the lesson without the permission of the teacher or an adult.

If a student is truanting a lesson the on-call system must be used. If a student is not in the right place, then this is a safeguarding issue.

All truancy results in a one-hour LOPT with the small school.

### **Lateness to Lessons - The 3-minute rule**

We are a big site and although it takes some time to move from class to class students are expected to move purposefully to the next lesson. Arrival more than 3 minutes late will be treated as lateness to lessons. Teachers must mark the student late to the lesson and a LOPT must be set by the teacher. If students arrive late to the lesson they must be permitted into the lesson with minimal disruption to learning. Deal with the lateness at the end of the lesson.

**Lateness to the Academy** - Students must arrive at the Academy by 8:25am. 8:26am is late to the Academy and LOPT is served with small schools on the same day as laid out below:

- Arrival from 8:26 am - 8:40 am = 30 minutes LOPT
- Arrival between 8:41 am - 9:15 am = 60 minutes LOPT
- Arrive 9:16 am or later = 90 minutes LOPT

Respect

Achievement

Collaboration

Integrity

Resilience

All students who arrive late are escorted to lessons. If a student arrives late to period one without a slip or is not escorted then this should be treated as lateness to lesson and the policy laid out in lateness to lesson followed.

**Smoking and Vaping** - there must be no smoking or vaping anywhere on the Academy site or within sight of the Academy. If a student is found smoking or vaping the student's Director of Progress should be alerted immediately. Parents/carers will be contacted and the student will be excluded either internally or externally. Lighters, matches, vapes and cigarettes will be confiscated. A referral will also be made to the Academy nurse to support smoking cessation. **Smoking damages your health.** This includes vapes and e-cigarettes.

Drugs, drug paraphernalia, **knives**, and fireworks - **all drugs and knives are illegal and dangerous. A student who brings either onto the Academy premises faces permanent exclusion. Avoid anything that might look like or be able to be used as a weapon. Drug paraphernalia must not be brought onto the Academy site. A student who does so could face permanent exclusion. Fireworks must not be brought onto the Academy site. A student who sets off fireworks in the Academy could face permanent exclusion.**

**Bullying including prejudice-based and cyber/online bullying** - making someone unhappy because of what you do or say is a serious issue. It will be dealt with in a serious way.

**Prejudice and discriminatory behaviour is unacceptable.** This could lead to suspension or exclusion from the academy. Unacceptable behaviours include, but are not limited to, sexual violence and harassment, upskirting, and nude or semi-nude image(s) or video sharing. All child-on-child abuse is unacceptable and all reports will be taken seriously.

**Piercings** - no student should have a piercing anywhere other than one in the lower earlobe. Students who come to the Academy with a piercing anywhere else (e.g. top of the ear, nose, tongue, eyebrow, etc.) will be told to remove it. Failure to do so will result in a student being internally excluded or suspended.

**Nails** - acrylic and false nails of any kind are not allowed to be worn at the Academy. Nail polish is not allowed to be worn. Students will be asked to remove it if they arrive at the Academy wearing nails or with nail polish. Failure to do so will result in a referral to The Compass or a suspension from school for defiance of the Academy rules. This also applies to the wearing of false eyelashes.

**Mobile Phones/headphones/electronic devices** - when students arrive for the Academy Day, mobile phones, ear/headphones and other electronic devices should be switched off and placed in bags. They must not be out during the day both in lessons and unstructured time. Where students have mobile phones out, they will be confiscated. Confiscated phones can be collected at the end of the Academy day in small school offices. Where a student persistently breaks this rule confiscated phones will be returned to parents/carers.

**Chromebooks** – students must bring their fully-charged Chromebook to the Academy every day. Failure to do so will be followed up. All Chromebooks must be used responsibly and in line with both lease agreements and acceptable use policies. The Academy's attitude to the learning ladder will be applied where Chromebooks are used inappropriately.

The Academy does not take responsibility for loss or damage to any electronic devices brought into the Academy.

**Uniform** – non-uniform items, including hoodies, tracksuit tops, denim jackets, hats, do-rags or bandanas will be confiscated if worn in the Academy. A plain black coat and plain wollen hat can be worn to the Academy during cold weather. Coats must be removed when in the building.

**Chewing Gum** – is not allowed on the Academy site. It is the responsibility of all adults to be vigilant and ensure that any gum is placed in the nearest bin. Staff should be particularly vigilant at the start of lessons during the meet and greet.

### **Teachers' Powers**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in the school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside the school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property. If necessary, headteachers and staff they authorise can carry out searches.
- Staff may use physical restraint as a last resort where necessary, if a student is putting himself/herself or others in danger, or where he or she is damaging school property.

### **Screening and Searching and Confiscation**

The Academy follows closely the guidance from the Department for Education:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Note the items above that are banned from the Academy site. This is not an exhaustive list.

### **Investigating an Incident in the Academy**

Where a behaviour incident has taken place the Academy will need to determine all the key facts before making a decision as to the next steps. Staff will record the incident on Bromcom, and may be asked to write longer accounts if necessary. Students will also be required to write their accounts of what happened, whether this is as a witness, a victim or the alleged perpetrator of an incident. These accounts will not leave the Academy and will be anonymised if presented elsewhere (for example at a Governor's hearing). Refusal to discuss or write about an incident in the Academy will be seen as defiance and treated as such.

### **Students Conduct Outside the Academy Gates – Teachers' Power**

The teacher may discipline a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from the school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

Or 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.

### **Malicious or unfounded allegations against staff**

The Principal and the Academy will take serious disciplinary action against students who are found to have made malicious accusations against Academy staff, including visiting adults and adult volunteers.

The Academy will investigate all allegations about staff misconduct and allegations that staff actions have compromised the safeguarding of students (see Safeguarding policy). If these allegations are proven to be

unfounded or malicious, then the Academy will take disciplinary action against those students involved in making the allegation. This may include suspension, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career-threatening consequences for the staff involved and for the reputation of the Academy.

## Attitudes to Learning Ladder

	Behaviour	Possible Sanction	Actions/Next steps	Possible support and interventions
<b>S5</b>	<ul style="list-style-type: none"> <li>• Bringing weapons, drugs or drug paraphernalia on site</li> <li>• Serious assault</li> <li>• Serious/persistent bullying, including prejudice based and cyber bullying</li> <li>• Serious sexual misconduct</li> <li>• Risk of serious harm to others or self</li> <li>• Fire alarm</li> <li>• Extortion</li> <li>• Persistent serious disruption to learning</li> <li>• Defiance towards the Principal</li> <li>• Serious and persistent breaches of the Academy Behaviour Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent exclusion</li> <li>• Suspension</li> <li>• Managed move</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers contacted by Head of School or Deputy Principal</li> <li>• Head of School and Academy Leadership Team to coordinate plan</li> <li>• Same day parental meeting/student collection</li> <li>• Return from suspension meeting with Head of School/Deputy Head of School with Director of Progress in attendance where possible</li> <li>• Meetings coordinated by Small School Admin</li> </ul>	<ul style="list-style-type: none"> <li>• Royal Borough of Greenwich Behaviour and Inclusion Team</li> <li>• Alternative provision</li> <li>• Fair Access Panel</li> <li>• Managed move</li> <li>• Governors Disciplinary panel</li> <li>• Pastoral Support Programme</li> <li>• Academy Safer Schools Officer</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• Bringing the Academy into disrepute</li> <li>• Assault</li> <li>• Bullying, including prejudice based and cyber bullying</li> <li>• Sexual misconduct</li> <li>• Theft</li> <li>• Swearing at staff</li> <li>• Malicious allegations</li> <li>• Inciting violence</li> <li>• Verbal abuse of staff</li> <li>• Fighting</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension</li> <li>• The Compass referral</li> <li>• Referral to Academy Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Academy Leadership Team on-call in first instance</li> <li>• Liaise with Head of School and Academy Leadership Team for The Compass referral</li> <li>• Parents contacted</li> <li>• Same day parental meeting/student collection</li> <li>• Return from suspension meeting with Head of School/Deputy Head of School with Director of Progress in attendance where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Deputy Principal/Head of School</li> <li>• Multi agency support</li> <li>• Additional Educational Needs referral</li> <li>• Academy Safer Schools Officer</li> </ul>

			<ul style="list-style-type: none"> <li>• Meetings coordinated by Small School Admin</li> <li>• Academy Leadership Team report on return from suspension</li> <li>• Logged on Bromcom</li> <li>• Paragraph written by Academy Leadership Team line management</li> </ul>	
S3	<ul style="list-style-type: none"> <li>• Serious non compliance to Academy expectations</li> <li>• Non compliance with sanctions</li> <li>• Persistent truancy</li> <li>• Physical aggression</li> <li>• Targeted foul/abusive/derogatory/discriminatory/sexist language</li> <li>• Vandalism</li> <li>• Smoking/vaping</li> <li>• Misuse of technology</li> <li>• Severe and persistent disruption</li> <li>• Swearing in response to staff</li> <li>• Dangerous behaviour</li> <li>• Serious on-call</li> <li>• Alleged bullying</li> <li>• Disruption in the community</li> </ul>	<ul style="list-style-type: none"> <li>• The Compass referral</li> <li>• Community service</li> <li>• Referral to Academy Leadership Team</li> <li>• Referral to Director of Learning if in lesson</li> <li>• Referral to Director of Progress if unstructured time or tutor time</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers contacted</li> <li>• The Compass - parents/carers contacted by Small School Manager</li> <li>• Parental meeting where 3<sup>rd</sup> 1 day referral in one module – Director of Progress meeting</li> <li>• Director of Progress report/Director of Learning report</li> <li>• Logged on Bromcom</li> <li>• Restorative meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Educational Needs referral</li> <li>• Restorative meeting used to reset for the next lesson/day</li> <li>• Teacher reflects on student triggers to plan for behaviour next lesson and remove the triggers</li> </ul>
S2	<ul style="list-style-type: none"> <li>• Persistent non-compliance to Academy expectations, including use of mobile phone</li> <li>• Conflict with peers</li> <li>• Persistent no homework</li> <li>• Persistent low level disruption</li> <li>• Defiance</li> <li>• Abusive/foul/derogatory/discriminatory/sexist language</li> <li>• Truancy</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of personal time set by teacher</li> <li>• Referral to Director of Learning if in lesson</li> <li>• Referral to tutor or Director of Progress if unstructured time/tutor time</li> <li>• Community Service</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carer contacted by teacher/Small School Manager/Director of Learning</li> <li>• Logged on Bromcom – including parental contact</li> <li>• Report</li> <li>• Restorative meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative meeting used to reset for the next lesson/day</li> <li>• Peer restorative meeting – referral to small school teams</li> <li>• Teacher reflects on student triggers to plan for behaviour next lesson and remove the triggers – amend class profile to reflect this</li> </ul>



	<ul style="list-style-type: none"> <li>● Persistent lateness</li> <li>● Lack of work</li> <li>● Persistent misuse/lack of Chromebook</li> </ul>	<ul style="list-style-type: none"> <li>● Report – tutor/ Director of Progress/Director of Learning</li> <li>● Attendance and punctuality report</li> <li>● Confiscation of mobile phone</li> </ul>		<ul style="list-style-type: none"> <li>● Additional Educational Needs referral</li> <li>● Support from small school team</li> </ul>
S1	<ul style="list-style-type: none"> <li>● Low level non-compliance to Academy expectations</li> <li>● No equipment</li> <li>● No homework</li> <li>● Low level disruption</li> <li>● Low level defiance</li> <li>● Chewing gum</li> <li>● Late to learning – loss of personal time</li> <li>● Misuse/lack of Chromebook</li> </ul>	<ul style="list-style-type: none"> <li>● Loss of personal time</li> <li>● Report</li> <li>● Community Service</li> <li>● Contact with home</li> </ul>	<ul style="list-style-type: none"> <li>● Parents/carers contacted by teacher where appropriate</li> <li>● Logged on Bromcom</li> <li>● Restorative meeting</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher intervention and restorative work as appropriate</li> </ul>

A classroom visual of the Attitudes to Learning Ladder should be displayed in all classrooms and learning spaces.

### **Restorative Practice**

The restorative meeting is an opportunity to reset and rebuild the relationship before the next lesson. The meetings need to be structured and handled with professionalism and care.

A Restorative or Reflective Meeting is a chance to explore the reasons behind the student's actions and to agree on strategies to move forward and rebuild the relationship. The length of the meeting is irrelevant, it is the impact and effectiveness of the conversation that will allow the student to reflect on and develop a more positive Attitude to Learning.

The following questions could be used by the member of staff when having a Restorative Conversation:

- What happened?
- What was on your mind at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have you been affected?
- What do you need to do to make things right?

### **The Role of the Director of Learning**

If a subject teacher is experiencing difficulties with an individual student or groups they should consult with their Director of Learning, who is responsible for overseeing incidents that are occurring within the team and for working out interventions with teachers. These may include:

- Reorganised seating plan
- Parental contact
- Subject report

In order to carry out these responsibilities, it is essential that all incidents are logged on Bromcom, and that Directors of Learning monitor reports generated daily. It is also essential that conversations about the behaviour of individual students as well as of groups take place.

Where it is clear that a student's behavioural problems are not confined to one particular curriculum area, then the Director of Learning must liaise with the appropriate Director of Progress to help him/her in putting together a range of strategies to deal with them. There should also be consultation with the Special Educational Needs Co-ordinator where appropriate to consider whether the needs of the student are being met in lessons.

### **The Role of the Tutor**

The role of the tutor is pivotal in students succeeding in the Academy. The tutor should build a strong sense of belonging and identity in the group, where all students have a place. All tutors should support and challenge their tutees in adhering to Academy expectations and in making excellent progress. Tutors should build positive relationships with their tutees and parents/carers and raise behaviour or progress concerns early with home, as well as make positive phone calls home where students are making a positive effort, have met targets or contributed positively to the Academy community.

### **The Role of the Director of Progress**

The Director of Progress is responsible for ensuring that the conduct of students within the small school is appropriate, and that colleagues are supported as necessary and that discipline issues are followed up according to the Academy's policies. The Director of Progress works closely with the Small School Manager. In order for this to be achieved, the Director of Progress must monitor Bromcom behaviour reports daily, as well as help to ensure that incidents reported to him/her are logged on Bromcom by the reporting teacher.

The Director of Progress can, in liaison with colleagues, put in place a range of strategies to support a student in behaving appropriately. These may include:

- restorative approaches
- Director of Progress report
- parental contact
- moving class/tutor group
- a Pastoral Support Programme

If a student has had either one lengthy period of suspension and a number of shorter suspensions the Director of Progress may feel that the student is at risk of being permanently excluded. At this stage the Director of Progress discusses the support already provided for the student with the Special Educational Needs Co-ordinator and the line managing Head of School. Together, they decide whether a Pastoral Support Programme is appropriate.

### **The Role of the Academy Leadership Team**

A member of the Academy leadership team is on-call at all times during the Academy day. The Academy Leadership Team will respond to callouts where there are serious breaches of Academy rules.

Where there has been a serious breach the Academy Leadership Team on-call will make decisions as to whether a student should be placed into The Compass or referred to the Deputy Principal or Principal for suspension.

As line managers of Directors of Learning and Directors of Progress, the Academy Leadership Team will support the curriculum and small school teams in ensuring the highest conduct from our students.

### **Rewards**

Awarding students for doing the right thing promotes a culture of pride and achievement.

#### **Award Cards**

Each student in years 7 to 10 is given an Award Card on which they collect award marks. There are 20 award marks to be collected on each card. Award marks are given by teachers and support staff where students produce work of a high standard, demonstrate a positive commitment to learning, contribute significantly to the academy community through acts of kindness, or demonstrate The Halley Academy values and characteristics.

Completed award cards are handed into the small school office and exchanged for small school tokens which are added to the collection point in the foyer. Families are informed when their child completes an award card.

1<sup>st</sup> Award Card = 1 token and e-postcard home.

2<sup>nd</sup> Award Card = 2 tokens and e-postcard home.

3<sup>rd</sup> Award Card = 3 tokens and a letter home from DOP.

4<sup>th</sup> Award Card = 4 tokens and a letter home from HOS. Bronze certificate.

Respect

Achievement

Collaboration

Integrity

Resilience

5<sup>th</sup> Award Card = 5 tokens and a letter home from HOS. Silver certificate.

6<sup>th</sup> Award Card = 6 tokens and Principal's breakfast. Gold certificate.

When a student completes their 6th award card in the academic year they are invited, with their family to breakfast with the Principal.

The tokens contribute to the annual small school competition.

Staff should also award a P1 in Bromcom where students have completed excellent work in lessons. This entry will result in an email to the family from you, which reads:

*I am writing to you to congratulate X on her excellent work and attitude to learning in class. X has made some excellent contributions to the lesson and I was impressed with the standard of work and engagement.*

*Please congratulate X.*

*Yours sincerely*

A P2 in Bromcom can be awarded where students are consistently producing excellent work and a P4 for an act of kindness. These too will generate an immediate email home to families.