



HOLLIS ACADEMY

BEHAVIOUR GUIDELINES

BEHAVIOUR GUIDELINES

These Guidelines are supported by our policies and procedures statement – Appendix IV.

RATIONALE:

At Hollis Academy, we consider ourselves to be a caring community whose values are built on mutual trust and respect for all. The school Behaviour Guidelines are therefore designed to support the way in which all those attending and working within the school can live and work together in a meaningful, considered way.

The school has specific values which it holds high. Caring, learning, respect and equality are particularly important to us. However, these values are not solely in place for the students to adhere to but are key factors for the staff to uphold and demonstrate.

The primary aim of these Behaviour Guidelines is to act as a tool for promoting positive relationships so that every member of the school community can work together with the common purpose of helping each other to learn.

The school will offer students the opportunity to earn rewards for positive behaviour as it believes that this will develop an ethos of caring and co-operation. It will also teach learners about the need for understanding, tolerance and give them aspirations to be successful.

The Guidelines are designed to promote positive behaviour and reduce inappropriate behaviour, episodes of aggression and bullying within the school. As such it is also linked with the Anti-Bullying Policy which aims to eradicate bullying and provide students a safe, pleasant environment in which to learn.

However, as an SEMHD school, we acknowledge working with learners who may present with a variety of challenging behaviours is never easy, especially as some students within the school have complex and dysfunctional lifestyles; something which often means school is the safest place they know. Therefore, it's vitally important that we will strive to deal with all aspects of challenging behaviour holistically. This will be outlined further in these guidelines.

The Guidelines are designed to educate and inform the staff about positive practices which minimise the occurrences of challenging behaviour, promote positive relationships and keep learners and staff safe.

They also describe the processes that should occur if an incident takes place.

Hollis Academy requires all Staff to follow accepted procedures and to recognise that only by their personal example will they gain the respect necessary to effectively maintain good discipline. Behaviour management depends on the fostering of good personal and professional relationships between Staff and students. It is only through such relationships that conditions can be created to enable effective personal development and educational practice to flourish, as well as improving self-image.

Sanctions where necessary, must take into account all mitigating circumstances and be explained to the students. Where possible they should be adapted to suit the incident and hopefully promote a positive outcome without loss of self-esteem for the student. This could also lead to referral for additional intervention if required.

A whole Academy approach to behaviour management is an essential pre-requisite to a well ordered Academy. At Hollis Academy, all Staff make a commitment to the implementation and effectiveness of acceptable codes of conduct. This creates a stable environment in which each student knows what is expected of them and subsequently, they can feel secure. Hollis Academy believes that a “Team” approach creates an effective Academy.

AIMS:

- That all learners and staff feel valued and respected and that each person is treated fairly.
- To create a community that allows learners and staff to work together in a caring, respectful way.
- To help learners to acquire knowledge, progress and mature in a safe and secure environment becoming positive, responsible and increasingly independent members of our school community.

EXPECTATIONS:

It is an expectation that staff will treat all students fairly and apply this Behaviour Policy in a consistent way across the whole school. However, we recognise that the students are individuals and as such need to have that individuality recognised. Some students will require higher levels of support and understanding. Others will be more vulnerable whilst some will require a firmer approach due to the level of risk they pose.

The expectation will remain that all members of our school community will strive to uphold these values and behave in a considerate and respectful way towards others.

It is also an expectation that everyone within the school recognises the need to uphold their personal responsibilities. It is essential that all staff and students are informed clearly what is required of them so that we can achieve our aim of learning, caring, respecting and being successful. Below is a set of clearly defined expectations and responsibilities for both staff and students.

EXPECTATIONS AND RESPONSIBILITIES:

Students to:

- Uphold the school values and follow the school rules
- Communicate and listen to others and respect different points of view
- Treat others the way they would like to be treated
- To conduct themselves in and around the building in a safe, sensible manner and show regard to others
- Show respect for the environment
- Consider and show respect for the opinions and beliefs of others
- Work hard and treat the school as a place of learning
- Complete all class work in the manner required
- Respect the different cultures within the school
- Ask if they don't understand
- Be honest and admit when mistakes have been made and to be prepared to take responsibility for their actions

Staff to:

- Understand that behaviour management is the responsibility of all staff.
- Be positive role models.
- Deal with incidents of inappropriate behaviour by following the school's procedures.
- Be accessible to the learners when they need us.
- Know when the situation is at a stalemate and not create a win/lose situation.
- Be honest, fair and prepared to listen.

- Be clear about our expectations; make them explicit and apply them consistently to all learners.
- Deal with concerns in a fair and consistent way; challenge the behaviour not the person.
- Respond appropriately; each situation is different.
- Give the student time and space and be flexible in thought and response.
- Promote and reinforce positive behaviour in the classroom.
- Consider and respect the needs and feelings of all students.
- Deliver a suitably planned and structured lesson which meets all individual needs.
- Have awareness of issues which may affect a student's behaviour.
- Deliver and/or contribute to learning which inspires all students.
- Praise, reward, encourage, inspire and engage students.
- Share students' achievements by contacting parents/carers.
- Communicate and share any concerns/worries about learners with their parents/carers.
- The Principal and Staff continually strive to achieve a calm, comfortable, learning atmosphere, presenting clear boundaries of what is acceptable and non-acceptable behaviour.

Parents to:

- Work in partnership with the school to maximise good behaviour.
- Encourage your child to have a positive attitude towards their education and learning.
- Be positive and proud of your child's achievements.
- Make sure that your child attends school regularly, arrives punctually and wears the correct uniform.
- Communicate with the staff involved in your child's care, sharing relevant information and inform them of any concerns and respond to concerns raised by members of staff.
- Encourage your child to respect other people and not to discriminate against them because they are different.
- Encourage your child to regulate their emotional difficulties in a non-physical manner.
- Encourage your child to make healthy lifestyle choices

Hollis Academy's aims are:

- Purposeful leadership by the S.L.T.
- Common policies on student behaviour
- Regular use of rewards
- Promotion of a pleasant working environment
- Effective classroom management techniques
- Close and actively developed Parent/School relationships
- Referral for additional support where possible

BEHAVIOUR MANAGEMENT

Advice to Staff (make sure every area is supervised)

1. Maintain a confident and consistent approach.
2. Work within the Academy's agreed practices and procedures.
3. Students understand the expectations of lessons.
4. Ensure incidents are documented according to school procedures.
5. Refer for additional intervention when appropriate.
6. Do not become complacent and over-confident in terms of Teacher/Student relationships.
7. Do not become over-familiar with students and ensure a professional distance is maintained. This is often misleading and confusing for them.
8. Give students clear and precise messages that help to create a safe and secure environment with obvious expectations and boundaries.
9. Provide appropriate learning situations that are well planned and organised to meet the needs of the students.
10. Prevent manipulation and ultimately confusing & conflicting situations by ensuring communications between adults are clear and precise.
11. Periodically review and evaluate practices and procedures relating to the management and supervision of students' educational programmes.
12. Develop strategies and techniques that defuse situations and avoid unnecessary physical management of students. Some suggestions are as follows:
 - (a) Always maintain control of self and temper.
 - (b) Always adopt a non-threatening and calm stance.
 - (c) Use humour constructively and appropriately.
 - (d) Adopt a low key approach, do not become a catalyst in any situation.
 - (e) Improve own verbal skills, maintaining a calm tone of voice.
 - (g) Read situations and use preventative interventions.
 - (f) Make a referral for additional intervention when required.

PROMOTING POSITIVE BEHAVIOUR:

We believe that the most effective means of promoting positive behaviour is by building lasting relationships which generates a level of mutual respect and trust. We encourage learners to develop acceptable responses to incidents or issues which develop and seek out staff for support and help when required. Consequently, the staff within the school will take a proactive approach towards encouraging positive behaviour, rather than merely reacting to negative behaviour.

We acknowledge that praise and recognition of achievement are much more effective than sanctions when trying to change hearts and minds. It is vitally important that someone notices when things are going well as it allows the learner to celebrate their success no matter how small. In respect of this we take every opportunity to celebrate and maximise the success of all our students so that the school is a vibrant environment which offers positive opportunities for growth, learning and change.

Only specific students have a risk assessment. These are for students who are medium to high risk to themselves, other students or staff. Both of these documents are regularly updated and are available for staff to read on the T: drive in a file named Teaching and Learning.

To further promote positive behaviour, we have accessed support from the following agencies:

- Child and Adolescent Mental Health Service (CAMHS) to look at behaviour via the behaviour clinic and the emotional regulation clinic.
- Youth Offending Service (YOS) using Restorative Justice methods to engage learners in conflict resolution, thoughts, feelings and reparation.
- Change Grow Live (CGL) Drug and Alcohol service to look at the dangers of substance misuse and its effects on behaviour and attitudes
- The Stronger Families careers service.
- Cleveland Police Community Division
- Middlesbrough Risk and Resilience Team
- Alliance Psychological Services
- Middlesbrough Neighbourhood Safety Team

Establishing and maintaining positive student behaviour requires a structured and integrated framework which encompasses:

- The curriculum
- Teaching and learning
- Academy ethos
- Personal and social development at learner level
- Involvement and support from the parent body

REWARDS:

Wherever possible, the school works within a positive rewards system.

BEHAVIOUR AND EFFORT:

Students have the opportunity to achieve a maximum of five points per lesson as part of the SHAPE framework.

Students earn points for:

- Behaving safely within the classroom (**S**AFE)
- Being socially and emotionally ready to learn (**H**EALTHY)
- Remaining in the lesson for the full duration (**A**TTENDING)
- Learning something new within the lesson (**P**ROGRESS)
- Demonstrating qualities that employers look for (**E**MPLOYABLE)

Students can benefit from the rewards system on a daily, weekly and termly basis.

The daily benefits include the ability for students to access the games room if they have accumulated sufficient points from the previous day. The games room is open at break and lunchtime.

Weekly rewards benefits offer the opportunity to win prizes in Friday's assembly. Students are rewarded for the following:

- Highest rewards points total for the week
- Prize draw for students that have accumulated in excess of one hundred rewards points within the week
- Golden ticket draw for learners that have accumulated in excess of thirty rewards points in one day.
- 100% Attendance for the week
- 100% Attendance since the start of the academic year
- Highest form tutor percentage attendance
- The highest tutor group average points total

Friday afternoon rewards activities are accessible to all students unless staff members remove them to attend catch-up. Students pick their choice of rewards activity depending on how many points they have accumulated within the week. The activities and their allocated minimum points are:

Ice skating and the Games Room - 130 or more points

Food and Art - 120 or more points

Football - 100 or more points

Film and YouTube - 60 or more points

Catch-Up - less than 60 points

End of term trips are rewarded to the form class with the highest average SHAPE point score and to the form class with the highest average attendance percentage.

Prizes and trips awarded are discussed with student council.

REDUCING NEGATIVE BEHAVIOUR:

Some students have very complex needs which often lead to them displaying aggressive, confrontational or obstructive behaviour. This can make their responses to intervention challenging and unpredictable. Some of these behaviours are linked to traumatic past experiences, complex family and relationship issues, mental health or a multitude of other reasons. Some of which are unknown to those trying to manage and educate them in school. Some of the student's have difficulty communicating and understanding this can be a major source of distress and difficulty. There are learners attending the school that have medical conditions which can impact on their ability to adhere to the expectations placed upon them. Some will be taking medication which can be a trigger for learners if this has not been administered as prescribed. We endeavour to plan for these complex needs to reduce negative behaviour to a minimum. However, we also recognise that as much as we plan and prepare, working in such a challenging environment, it is inevitable that incidents will occur.

This may include:

- Self-harming behaviour
- Challenging behaviour directed at staff
- Challenging behaviour directed at other learners
- Damage to property
- Leaving the school site without permission

Where behaviour does become challenging it is important to:

- Try to ascertain what might be upsetting the young person.
- Think about what this behaviour is telling you.
- Reassure the young person that you are there to help.
- Offer the young person time to talk.
- Try a distraction technique
- Give them time and/or space away from the situation.
- Assess if a member of staff named on their IBP can assist
- Refer to the learner's preferred de-escalation techniques stipulated within their individual behaviour plan.
- Have a member of staff contact home to assess if there has been a problem at home prior to them attending schools-
- Be aware of what is written in the student's risk assessment

It is important to stress that it is the behaviour that is unacceptable and not the student. Unconditional positive regard will underpin behaviour management.

To address the challenging behaviour presented by some of the young people at Hollis Academy, we try to take a positive approach in helping them change their behaviour and deal with their issues. Positive approaches offer choices, help raise the student's self-esteem and are built on sound models of practice.

Preventing incidents occurring is always better than dealing with the consequences and fall out. It is therefore essential that staff work together to provide a nurturing learning environment in a structured, pre-planned manner. This promotes the welfare of the child and aims to deal effectively with

challenging behaviour quickly and fairly, thereby hopefully reducing the frequency and seriousness of incidents.

Sanctions which can also be used include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Break or lunch detention
- Period 6
- Missing a Friday Enrichment Activity, an off-site activity or visit
- Loss of privileges
- Placed on report
- Phone call home to parents or carers
- Parents requested to attend school for an early intervention meeting
- Payment for items/property deliberately damaged or broken
- Restorative Justice such as picking up litter, tidying a classroom, hoovering or removing of graffiti
- Isolation
- Internal Exclusion
- Interim part-time timetable
- Police, YOS or Neighbourhood Safety Team intervention
- Home or library tuition
- Fixed term exclusion

It is essential that teachers and TA's work harmoniously and support one another in the effective management of challenging behaviour. Several of the new strategies described below are aimed at supporting teachers; ensuring they have constant support from their TA in the event of a student being absent from class.

1. In the event that SLT or JMc determine that a student requires a sanction of break, lunch, period 6 or catch-up, the teacher or TA (that was present at the time of the incident) will be expected to carry out the detention with additional SLT support if necessary. The staff members will be informed prior to the detention taking place. If the classroom TA is on duty when the detention is due to take place, the TA will cover their duty point and the teacher will manage the detention. This will be reviewed on a daily basis to ensure staff are receiving sufficient breaks. KF will be present to support all break, lunch and period 6 detentions.

- 2 It is the responsibility of the member of staff on duty to ensure that their class of students move downstairs in an orderly manner. If a member of staff is unable to do so, they must inform a member of SLT or JMc and additional support will be given.
If there are several break or lunchtime detentions resulting in insufficient staff to cover all of the duty points, AW will close the Art room, games room and library and all of the students and staff will be dispersed to the yard. Alternatively, dependant on staffing, AW will remove a member of staff from the games room to cover another duty point. This will leave one member of staff in the games room, library and at the bottom of the middle stairs.

- 3 Student's that have been withdrawn from their lesson by SLT or JMc for a minor incident that is causing them a small degree of distress will have immediate access to an office supervised by SLT or JMc. The teaching assistant will be expected to remain with their designated lesson to maintain teacher support. Within ten minutes, the student will be expected to be picked up by their teaching assistant and returned to class. This is a new strategy aimed at reducing lost learning.
A student that has withdrawn himself/herself from a lesson due to being in a small degree of distress will be managed as stated within the paragraph directly above.

In the event of a learner transitioning into crisis, he/she will require immediate access to an office and may require up to ninety minutes before their cortisol levels return to the resting state. Therefore, they will not be required to access their lessons for this period of time. The TA will be contacted and requested to bring the work to the office and return to class. The SLT member of staff or JMc will be required to enter the behaviour points for this time period.

- 4 Unless requested, TA's will no longer be required to supervise a student in an isolation room. A member of SLT will manage the student allowing the TA to remain in class. This is a new strategy aimed at ensuring that teacher's receive maximum support from their TA's.

- 5 I am aware and am becoming increasingly concerned about foul and abusive language from students aimed at staff. I would like TA's to intervene quickly when this is occurring in class and remind them that a break, lunch or period 6 sanction will be implemented if the abuse continues.

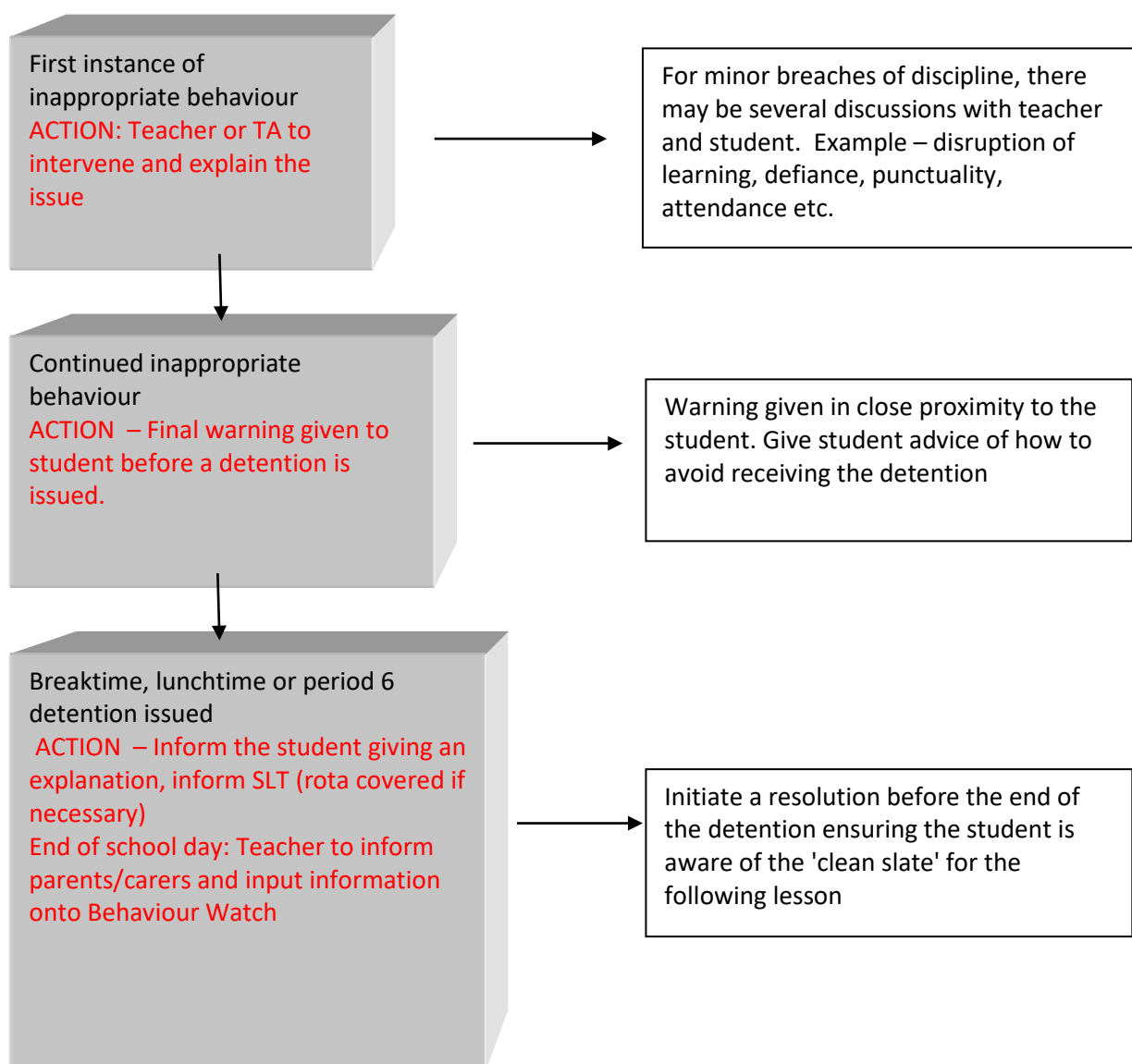
- 6 During the after school de-brief, teachers will have the opportunity to state which students require both positive and negative phone calls home. The TA's linked to the relevant students will be expected to contact parents/carers and record the conversations on Behaviour Watch using the contact log and incidents tab.

- 7 In a bid to reduce anti-social behaviour during lesson changeover, SLT and JMc will assist in escorting one class at a time to their lesson. The TA will lead their class and the SLT member or JMc will walk behind the final student to ensure all students arrive promptly to their lesson. The corridor double doors are wedged open to allow the free flow of students and to avoid unnecessary contact with the handles. In the event that a student removes the door wedge, please request that the student replace it in an attempt to teach them not to do it again.

- 8 Student's attending school in non-uniform continues to be a problem. Parents frequently ring school and justify why their child is not dressed in line with school policy. Form tutors and their TA's can help by regularly calling home and attempting to hold parents accountable.

Student Behaviour Consequence Ladder

This procedure has been drawn up in order to ensure that all students who may be subject to this disciplinary procedure are dealt with in a fair and equitable manner, consistently across the school.



NOTES TO CONSIDER

In the event of a student refusing to engage with a break time detention, they cannot access their lunch or break until they have completed their detention. Refusing to engage in the lunch time detention culminates in the time made up in period 6 (no more than twenty minutes).

Depending on the severity of challenging behaviour, stages of the behaviour ladder can be skipped at the discretion of the SLT.

Communication with parent/carer is vital throughout whole process. Actions to be recorded on Behaviour Watch during whole process. Logical, fair, consistent and age appropriate consequences to be considered.

Recognised strategies to engage students to be put in place from the beginning.

- Create an emotionally safe classroom
- Create an intellectually safe classroom
- Ensure the lesson is pitched at the correct level
- Give praise frequently and consistently
- Create a fun, stimulating and engaging lesson
- Use the established positive working relationship

Where a student's action(s) is/are deemed to be gross misconduct, the disciplinary levels can be skipped to a student being sent home (for not being in the correct mind state to be in school) or excluded, pending a formal investigation. In all cases of gross misconduct, the Principal will make the final decision. In the absence of the Principal, the Vice-Principal will make the final decision.

FIXED TERM EXCLUSIONS

Exclusion from Hollis Academy will take place only in accordance with Trust policy and procedure. A fixed term exclusion will be used only where lesser sanctions have proved ineffective or the seriousness of the learner incident warrants it. The Principal will make the decision whether the learner is excluded due to concerns regarding risk to staff, other learners, the learner himself/herself or the school building. It is the responsibility of the Vice Principal to sanction a FTE in the Principal's absence.

EXTREME AND DANGEROUS SITUATIONS:

In extreme and dangerous situations, staff will take immediate action to prevent injury to any person or major damage to property. In the most challenging situations, staff may need to consider whether police assistance is required. The decision to involve police must be made by the Principal, or in his absence, the Vice-Principal.

A decision to involve the police must balance the risk to people or property against the need to prevent the criminalisation of students.

Please Note: This is written in our Statement, Appendix I and all staff, students and parents are aware of this protocol.

PHYSICAL INTERVENTION:

Definition of Physical Intervention

A restrictive physical intervention involves the use of force to control a student's behaviour and can be employed using bodily contact to prevent an aggressive physical movement.

Non-restrictive physical intervention involves bodily contact such as guiding someone away from a situation. In challenging situations restrictive physical intervention may be used but this will only be as a last resort and in accordance with the statement in Appendix I of this Policy in the following circumstances:

- To prevent a young person from injuring himself/herself or another person.
- To prevent serious damage to property.

Staff may only use the techniques referred to in Appendix I that they have been trained to use. Where non-restrictive physical intervention is used, staff will follow the DFE Guidance on 'The use of reasonable force 2013'.

Where physical intervention is necessary, only the minimum force necessary to prevent injury or serious damage occurring should be applied. All physical interventions are recorded on Behaviour Watch within the MIR tab. Staff are expected to complete a physical intervention on the day of the incident. Parents are to be notified of the physical intervention on the day of the incident. Where available, CCTV will be downloaded and checked alongside the Incident Report(s) before being stored in a secure file. Physical interventions will be analysed monthly at academy level and termly analysis reported at ELT.

RECORDING OF INCIDENTS – NEGATIVE AND POSITIVE

All positive and negative behaviours are recorded electronically on Behaviour Watch, thus enabling the school to track student behaviour systematically and to produce reports when required.

ACHIEVEMENT AND PROGRESS:

During rewards' assemblies, certificates or positive comments are presented by staff for students who have made a positive contribution, improved behaviour, made an outstanding effort or have demonstrated academic progress within a specific lesson.

SHARING GOOD PRACTICE

Positive and negative telephone calls are made home regularly to share important information with parents/carers. Evidence of these phone calls are logged in the 'contact log' tab within Behaviour Watch.

Further to the above, we work extensively with other agencies to both safeguard the learners and try to improve behaviour and attendance. This work has involved the school linking in with the following agencies:

- Children and Adolescent Mental Health Service (CAMHS)
- Police and Youth Offending Service (YOS)
- Stronger Families
- Careers Service for Key Stage Four to Five Transition
- CGL Drug and Alcohol Service

- Local Children's Service's Departments
- Cleveland Police and Fire Brigade
- The Armed Forces
- Alternative Education Provision
- Education and Welfare
- Middlesbrough Risk and Resilience Team

We aim to offer all students the very best support system. The use of these services offers students who are struggling to access to learning in a more appropriate placement and therefore develops the skills necessary to grow and achieve.

We will share relevant information with these agencies to safeguard both learners and staff so that any behaviour issues can be managed successfully.

HOLLIS ACADEMY– APPENDIX I

STATEMENT ON POSITIVE BEHAVIOUR MANAGEMENT

The following statement forms part of the Hollis Academy Behaviour Policy.

STAFF INTERVENTION

All staff at Hollis Academy will use positive behaviour management techniques and practices to deal with poor behaviour. Restrictive physical intervention will only be used as a last resort if a student's behaviour is putting:

- Them at risk of injury or harm
- Another child at risk of injury or harm
- A member of staff or other adult at risk of injury or harm

Where restrictive physical intervention is required, all staff will follow the DFE Guidance on 'The use of Reasonable Force 2013'.

STUDENTS

We operate a zero tolerance policy on assaults to staff members and students. In the event of an assault, a member of the SLT must be informed and the learner will be isolated immediately. The member of staff assaulted must input the incident into Behaviour Watch on the day of the incident and the Principal will make a decision whether or not to issue a FTE. Before being re-integrated into school following a FTE, the student will meet with the other party involved and engage in a restorative justice meeting in an attempt to minimise the risk of repeat offending.

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A STUDENT(S) DAMAGING SCHOOL PROPERTY

If a student deliberately damages school property, it is the duty of the Vice-Principal to inform the Police and save the CCTV images. Students who are frequently damaging school property will be expected to engage with a Youth Offending Service Officer. If this intervention is not effective and criminal damage continues, the Police will issue a Criminal Behaviour Order. The final sanction if the previous two have been ineffective is for the student to be issued a date to attend Youth Court.

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A STUDENT(S) LEAVING THE SITE WITHOUT PERMISSION

If a student leaves the site without permission, the school will contact parents/carers and request that they inform school if they have returned home. If the student(s) do not return to school within twenty minutes of leaving the site, the police will be contacted using the 101 system and the incident will be logged on CPOMS. The consequences for frequently leaving the site without permission are a loss of break and lunch times and a loss of social time SHAPE behaviour points.

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A STUDENT(S) ATTENDING AFTER 09:00

If a student attends school after 09:00 without a legitimate reason for lateness, they will lose their break time and will spend the twenty minutes with a member of staff.

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A STUDENT TAKING A STAFF MEMBER'S SECURITY FOB

In the event of a student snatching a staff member's security key fob, a member of SLT must be alerted immediately. The fob will be de-activated by the school business manager and the student will be isolated and potentially excluded.

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A LEARNER(S) THROWING FOOD IN THE DINING HALL

In the event of a student(s) throwing food in the dining hall, an immediate intervention is necessary to minimise further disruption. A member of staff will remove the dinner tray from the learner and hand it to the canteen staff. Another member of staff will remove the learner from the dining hall. The student(s) will be issued with a ban from eating in the dining hall and will lose their lunch time SHAPE points. The length of the ban will be at the discretion of the SLT.

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A LEARNER(S) WEARING NON-SCHOOL UNIFORM

In the event of student(s) attending school in non-school uniform, a member of the SLT will contact home to ascertain the reasons for breaching the school uniform code. The student will be sent home to change their uniform if this is possible.

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A STUDENT(S) REFUSING TO HAND IN THEIR BELONGINGS

In the event of a student refusing to hand in their belongings, the intervention strategy is to request that they go into the yard and reflect on their poor decision. Staff must supervise the student to minimise disruption to other students. If the student's behaviour is disrupting other students' learning over a sustained period of time, they will be taken to the reflection room to have the time and space to make the right choices. If this is not successful, they will receive a FTE

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A LEARNER(S) ATTENDING WITHOUT TAKING THEIR PRESCRIBED MEDICATION

In the event of a student(s) attending school without taking their medication, they will be sent home to take their medication. The student can return to school once a member of the SLT or the inclusion manager has confirmation that the learner has taken the medication.

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A LEARNER(S) ATTENDING ALLEGEDLY UNDER THE INFLUENCE OF DRUGS OR ALCOHOL

In the event of a student(s) attending school allegedly under the influence of drugs or alcohol, an immediate intervention must take place. A member of the SLT must be requested and the student will immediately be isolated in a SLT office. If, in the opinion of the SLT member the learner is under the influence, the Principal will be requested to authorise an immediate FTE and a safeguarding meeting will be arranged to minimise the risk of the incident repeating itself. Where deemed appropriate, the learner may require to be transported to hospital for further analysis.

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A LEARNER(S) SMOKING

Students smoking or using an e-cigarette on site will be issued with an immediate fixed term exclusion. The first time they are observed breaking school protocol will result in a 0.5 day FTE. The FTE days issued will increase in 0.5 day increments up to a maximum of three days. Students will immediately lose their SHAPE social time points for break or lunch time. The incident must be logged on Behaviour Watch 'incidents' tab and parents/carers must be contacted before the student can leave the premises.

PROTOCOL CARRIED OUT BY SCHOOL IN THE EVENT OF A STUDENT USING THEIR PHONE INAPPROPRIATELY

Students are permitted to bring their phone into school and use it during social times. In the event of a student using their phone inappropriately, the phone will be confiscated by a member of SLT and handed back to them at the end of the day.

A student who is taking pictures, creating videos of staff/students or regularly disrupting their own or their peers learning will lose their right to have access to their phone during school hours. Mr Wilson will contact parents and request that the phone remains at home. Alternatively, students will hand in their phone at the beginning of the day and it will be placed in an individual sealed wallet. Students will be issued their phone from outside of the school office as they approach their transport at the end of the school day.

APPENDIX V

POLICY AND PROCEDURES STATEMENT IN SUPPORT OF BEHAVIOUR POLICY

POLICY:

This Policy outlines the measures that the school takes to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students' complete assigned work; and regulate their conduct.

CONTEXT:

This Policy reflects the Governors' written statement of general principles which is reviewed annually following consultation (governors, headteacher, school staff, parents and students). It acknowledges the school's legal duties under the Equality Act 2010 and in respect of students with SEN. The school sees its partnership with parents as a key element for success. This Policy should be considered in conjunction with other related policies such as our Anti-Bullying Policy containing our Anti-Bullying Code.

The School Rules outline our expectations regarding good behaviour and discipline. Information about school rules is provided for parents and students in this Policy, in the school brochure and on the school website (currently being re-developed).

GUIDANCE AND ADVICE

The Department for Education provides guidance and advice for Headteachers, Staff and Governing bodies in relation to:
The School Behaviour Policy; teachers' powers; responding to poor behaviour; students' conduct outside the school gates, detention, screening, searching and confiscation; and the use of reasonable force. This guidance and advice informs the school rules and the positive behaviour managements systems in place.

Relevant Legislation:

Education and Inspections Act 2006

School Standards and Framework Act 1998

Education Acts 1996, 2002 and 2011

Schools (Specification and Disposal of Articles) Regulations 2012

School Information (England) Regulations 2008

Hollis Academy School will follow the guidance and advice given by the DFE.

STUDENT CONDUCT OUTSIDE THE SCHOOL GATES

'Teachers have a statutory power to discipline students for misbehaving outside of the school premises'. Section 89 of the education and Inspections Act 2006 gives Principals a specific statutory power to regulate students' behaviour in these circumstances "to such an extent that is reasonable" DFE.

Our Behaviour Code will apply in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witness by a staff member or reported to the school. This includes poor-behaviour when a student is taking part in any school-organised or school-related activity; travelling to or from school; wearing school uniform or in some other way identifiable as a student at our school.

It will also apply when the poor-behaviour could have repercussions for the orderly running of the school; poses a threat to another student or member of the public or could adversely affect the reputation of the school.

SCREENING, SEARCHING AND CONFISCATION

This appendix is written in response to Government advice on screening, searching and confiscation Reference number DFE 000056-2011 July 2011.

Key Points from the Advice

School staff can search a student for any item banned under the school rules.

Principals and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item or any other item they consider harmful or detrimental to school discipline.

SCREENING

Principals and staff authorised by them have a statutory power to search students or their possessions without consent where they suspect the student has certain prohibited items. Staff can confiscate any item which they consider harmful or detrimental to school discipline. (DFE 00056-2011).

When students arrive at school each day, they are given the opportunity to hand in their phones and any other items which are not permitted in school. These are locked away for the remainder of the day and returned to the student as they leave at the end of the day. Students then hang up outdoor coats and place them in the cloakroom.

SEARCHING WITHOUT CONSENT

Schools' common law powers to search:

- School staff can search students without their consent for any item which is banned by the school rules.
- School staff means a teacher or someone who has lawful control or charge of the student

The school is not required to have formal written consent from the student for this sort of search. It is enough for the member of staff to ask the student to remain still while being searched used an electronic wand. Staff will, when necessary, turn out pockets, look in the student's bag or instruct the student to remove their shoes for further inspection.

The law gives staff the power to search without consent for 'prohibited' items' which include: Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, and pornographic images

Searches can also be carried out without consent for any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Establishing grounds for a search

Members of staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

The Principal and the Vice-Principal responsible for Behaviour and Attitudes can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

At Hollis Academy we will follow this guidance.

Searches without consent can only be carried out on the school premises or elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.

The Principal or any member of the school staff who is authorised by the Principal is permitted to search without consent where there are sufficient grounds to do so. All female students may request to be searched by a female member of staff. In addition, there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the student being searched.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that. Only a person with more extensive powers (e.g. a police officer) can carry out an intimate search.

The person conducting the search may not require the student to remove any clothing other than outer clothing.

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes blazers, jumpers, hoodies, hats, shoes, boots, gloves and scarves.

'Possessions' means any goods over which the student has, or appears to have. This this includes bags.

A student's possessions can only be searched in the presence of another member of staff.

Use of force

Reasonable force may be used by the person conducting the search. Separate advice is available on teachers' power to use force [see Document Summary Service Summary DSS 11/12 02, September 2011].

Reasonable force will only be used at Hollis Academy if a member of staff believes that by not using reasonable force the student presents a health and safety risk to him/herself or others.

The law also says what must be done with prohibited items which are seized following a search. (See below):

Weapons and knives and extreme or child pornography must be handed over to the police.

Alcohol can be disposed of.

Where controlled drugs are found, these must be handed to the police on the school premises as soon as possible unless there is a good reason not to do so in which case the drugs must be disposed of.

Where other substances are found which are not believed to be controlled drugs these can be confiscated if a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat it as a controlled drug as outlined above.

Where stolen items are found these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police the member of staff must have regard to guidance issued by the Secretary of State.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

In determining what is 'a good reason', whether to hand the prohibited item(s) to the police or to dispose of them, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

Where the staffs unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable e.g. iPods/laptops

INFORMING PARENTS AND DEALING WITH COMPLAINTS

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.

Schools should inform the individual student's parents or guardians where alcohol, illegal 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 school complaints procedure.

After the search:

What the law allows

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Members of staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. (Please also refer to section on confiscation).

At Hollis Academy we will follow this guidance.

DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

Details regarding dealing with allegations of abuse against teachers and other staff can be found in 'Dealing with allegations of abuse against teachers and other staff' Dfe 00061-2011.

All allegations will be taken seriously and investigated fully in line with Dfe guidance. At Hollis Academy, Carly Beacroft will be contacted to conduct an independent investigation. The LADO will also be contacted where it is deemed to be appropriate.

Extract from the guidance:

'Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).'

At Hollis Academy we will follow this guidance and the procedures as detailed above.

PREVENTING BULLYING

Please refer to the separate 'Anti-Bullying Policy including our Anti-Bullying Code' which outlines our Policies and procedures for bullying.