

# Behaviour & Relationship Policy

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<b>Responsible member</b>	Steve Carrington
<b>Governor</b>	

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Staff, parents and governors of Henlow Church of England Academy have the highest expectations of positive behaviour at all times as we believe that this reflects our ethos based on the values of Honesty, Enthusiasm, Nurture, Love, Originality and Wisdom. A positive attitude is also central in allowing pupils to make excellent academic progress. This is based on the respect that we have for ourselves and each other, as people created in the image of God which promotes positive relationships. Our core principle is that as a community, “we are here for the business of learning” and any behaviour which adversely affects this will be addressed quickly, effectively and consistently.

## **Commitment to Teaching & Learning**

### **Staff Commitment**

Begin and end lessons on time and in a calm and controlled manner

Create clear, differentiated, challenging and achievable learning objectives for pupils of all abilities in every lesson

Use a variety of teaching styles and activities within a stimulating learning environment.

Value pupils work through regular monitoring, praise, effective feedback and marking and effective application of the rewards element of this policy

Communicate effectively with parents to support learning and progress

### **Pupil Commitment**

In addition to our Henlow values of Honesty, Enthusiasm, Nurture, Love, Originality and Wisdom, pupils should be;

Punctual - Arrive on time to lessons and enter the room quietly

Presentable – Smart uniform

Polite – Be respectful of and help one another, listen carefully to and follow instructions

Prepared - Arrive to lessons fully equipped, focussed and ready to enjoy learning

Positive – 100% engaged and committed to doing your best and resilient in the face of challenge

### **Parental Commitment**

Support a positive attitude to learning

Equip your child for a positive day ensuring they have breakfast before school and provision for lunch

Ensure your child has all necessary equipment every day

Inform school of barriers to learning and/or wellbeing at the earliest opportunity

Support learning through reviewing homework, signing planners (weekly) and attending parents' evenings

Be familiar with and support the school's policies regarding behaviour for learning and attendance.

## **Rewards**

All pupils have different starting points, it is important that rewards are based on positive community actions or on attainment and/or progress for the individual. With this in mind it is expected that different standards of work may be given the same reward where high levels of effort have been exerted. We must take the time to explain why the reward has been given. Pupils may be rewarded as follows:

- Non-verbal rewards such as thumbs up sign or a smile
- Verbal praise
- Certificates
- Postcards sent home
- Informing Parents
- Displaying work
- Whole school Merit system
- Rewards such as dinner pass, muffin day, pit trip
- Head of Year, Assistant Head, Deputy Head or Headteacher award

Our aim is that on balance pupils are rewarded more than they are sanctioned. Pupils have a responsibility to work towards this end.

## **Interventions and Sanctions**

Henlow CE Academy is committed to promoting good behaviour, respect for the individual, preventing bullying and ensuring that all students can succeed by regulating the conduct of our students. However, we are also committed to safeguarding the interests of students against unfair or inappropriate interventions. Disciplinary sanctions will be reasonable and not breach any statutory requirement or prohibition. This includes the legislation on SEN, disability, race and other equalities and human rights. We will also take account of the pupil's age, any special educational needs or disability the pupil may have, and any religious requirements affecting the student.

Our core principle is that "we are here for the business of learning", "we" includes staff and pupils and our actions should not adversely impact on the learning of oneself or of others. It is essential that before referring to the intervention stages detailed below, that we as teaching staff have taken all reasonable steps to ensure that our behaviours and planning have allowed for the special educational needs of pupils and that we are modelling the behaviours we want from pupils.

Where disruption to learning occurs and pupils cease to manage their own behaviours according to our expectations, pupils will be managed as detailed below, it should be noted that there may be a more serious infraction of Henlow expectations of behaviour that necessitates bypassing the lower intervention stages and that we will need to adapt to individuals.

<b>Intervention Stage</b>	<b>Teacher Intervention</b>	<b>Follow up</b>
1	Rule reminder	N/A
2	30 second intervention	Use Paul Carlile dialogues
3	2 minute detention	Use Paul Carlile dialogues
4	Placement	<ul style="list-style-type: none"> <li>Restorative detention (up to 25 minutes at the discretion of the class teacher), the class teacher must record in SIMS and visit the pupil in the detention to hold the restorative conversation.</li> </ul>
5	Assistance Required*	<ul style="list-style-type: none"> <li>The member of staff on duty is called to remove the pupil.</li> <li>Class teacher records the incident in SIMS.</li> <li>Restorative detention (up to 60 minutes either at lunch or after school at the discretion of the senior member of staff, the class teacher must visit the pupil in the detention to hold the restorative conversation.)</li> </ul>

\* When a student is removed from a lesson using the Assistance Required mechanism, they will be taken and placed with a senior member of staff or isolated until they are in a position where they are able to access learning safely again.

NB: It is not Henlow Academy Policy to set whole class detentions. Where students have a Time Out Card, they should go to the relevant designated member of staff or agreed time out space so that the time out of lesson can be monitored.

## Expectations Outside the Classroom

<p><b>Henlow CE Academy site</b></p> <p>Break and lunch times are considered an extension of learning and behaviour should be appropriate and respectful at all times</p>	<ul style="list-style-type: none"> <li>• Not be on site before 8.35am except Breakfast Club</li> <li>• Walk between lessons quickly and sensibly without running.</li> <li>• Talk quietly to avoid disturbing other activities in school</li> <li>• Food/Drinks should be consumed at lunch and break times in specified areas only.</li> <li>• Where students are found to be consuming items outside of the designated area, the items will be confiscated and disposed of.</li> </ul>
<p><b>Travelling to and From School</b></p> <p>Whilst travelling to and from pupils are considered to be representatives of Henlow CE Academy. Where necessary rewards or sanctions will be applied in school in line with this policy</p>	<ul style="list-style-type: none"> <li>• Enter and leave site through the gates to the front or rear of the site</li> <li>• No shouting, pushing, general silly behaviour</li> <li>• If you bring a bike to school, you must follow the Highway Code. There should be no cycling on the school site</li> <li>• Where students do not represent the school in a positive manner, they will be banned from bringing a bike to school.</li> <li>• Please do not bring skateboards or similar items to school as we do not have facilities to store them appropriately</li> <li>• Pupils that use the CBC managed bus routes to and from school must adhere to the safe travel rules outlined by CBC. The Academy will work with the local authority and bus companies to ensure safety on buses.</li> </ul>
<p><b>Workshops, Trips &amp; Visits</b></p> <p>Any necessary rewards or sanctions will be applied on return to school in line with this policy.</p>	<ul style="list-style-type: none"> <li>• Represent the school in a positive manner by being respectful to external staff including following all instructions in a timely manner.</li> <li>• Respect the environment by not making excessive noise or dropping litter.</li> <li>• Do not use a mobile device or related equipment unless instructed to do so by a member of staff.</li> </ul>

## Significant & Sustained Behaviour Concerns

At times a pupils' behaviour may be considered to be so extreme that it is necessary to consider an internal or fixed term exclusion or permanent exclusion. Decisions of this nature will be undertaken by the Head Teacher. Examples of a significant behaviour include, but are not limited to, the following:

- Violent or aggressive behaviour towards another student or member of staff or visitor
- Bullying/Cyberbullying
- Swearing or comments/actions of a sexual or discriminatory nature towards another student or member of staff or visitor
- Issues involving weapons/drugs/alcohol
- Sustained refusal to follow instructions

Where students are involved in repeat issues of serious nature or negative behaviour is sustained, interventions and sanctions will be escalated through a staged approach to managing behaviour and providing support mechanisms. See appendix 1

## Exclusions

Exclusions can only be agreed by the Headteacher

Internal Isolation	Before moving towards a fixed term exclusion, it may be considered appropriate to manage a period of removal from lessons internally. Parents will be informed of the sanction
Fixed Term Exclusion	<p>Fixed term exclusions are limited to a maximum of 45 days in one academic year. Most should be in the order of 1-5 days.</p> <p>A fixed term exclusion represents an opportunity for a cooling-off period or for rules and expectations to be consolidated with parents or for conditions for the child to remain in school to be reinforced with the child and their parents.</p> <p>A reintegration meeting, arranged by the school, must take place at the end of any exclusion, between the student, the parents, Head of Year and/or a member of the Senior Leadership Team. Other key staff may also be present where appropriate.</p>
Permanent Exclusion	The arrangements for permanent exclusions are covered by the LA regulations.

## **Whole School Information**

### **Appeals Procedure**

In all cases, parents will be informed of a fixed term or permanent exclusion by letter which will detail the responsibilities of the parents, pupils and the Academy. It will also outline what to do if you disagree with the exclusion.

If a fixed term exclusion is for 5 days or fewer, parents can ask the governing body to hear their views, but they cannot overturn the headteacher's decision.

You can ask the academy's governing body to overturn the exclusion if either:

- Your child has been excluded for more than 5 days
- The exclusion means that the pupil will miss a public exam or national test

The arrangements for permanent exclusions are covered by the LA regulations

### **Power to Search**

Staff have the power to search a student if we suspect them of carrying a weapon\*, alcohol, controlled drugs, stolen property, mobile phones, pornography, cigarettes or fireworks

\*For the purpose of this policy a "weapon" is any firearm of any description including starting pistols, air guns. Replica or toy guns or knives. Any bladed object including pocket knives, craft knives, scissors and pencil sharpener blades.

Explosives, including fireworks, aerosol sprays, lighters and matches; laser pens or other objects. Any object manufactured for a non-violent purpose that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

- A second person must be present who is of the same sex as the pupil searched.
- A student that refuses to be screened for suspected possession of offensive weapons, will be refused entry to the school and this will be recorded as unauthorised absence
- A pupil's possessions can be searched without consent and the search witnessed by staff of the same or the opposite sex to the pupil; the pupil must be present.

### **Power to use Reasonable Force**

Every member of staff at Henlow CE Academy has the „power to discipline“ pupils for breaches of school rules, failure to follow reasonable instructions or other unacceptable conduct.



On some occasions a teacher may use „such force as is reasonable in the circumstances“ for the purpose of preventing a pupil from doing or continuing to do any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- The power to discipline is applicable to any pupil at a school where education is provided for them, and also to misbehaviour by pupils outside school premises when they are not in the lawful control or charge of a member of staff.

Where it is known that a particular student may have a particular disability or SEND which makes it more likely for the use of force to be required in order to control behaviour an individual risk assessment will be carried out. The relevant staff will also receive the appropriate training in the use of force. It is unacceptable and unlawful to use force as a punishment.

## Appendix 1

Where a pupil's behaviour adversely impacts on their learning or the learning of others, we will provide support through interventions designed to ensure that we are doing everything we can reasonably be expected to allow a pupil to thrive and achieve. The interventions below are not exhaustive and will not all be used in all cases.

Stage	Rationale and who	Interventions	Evidence
1	These are the actions that a <b>Class Teacher</b> would be expected to undertake and to evidence that they everything is being done to meet the needs of the child.	<ul style="list-style-type: none"> <li>• Talk to the pupil</li> <li>• Check that SEND has been met</li> <li>• Check that behaviour plan is being followed</li> <li>• Check with designated safeguarding lead</li> <li>• Change of seating plan</li> <li>• Individual targeted support</li> <li>• Use of "placement" and associated 25-minute detention</li> <li>• Contact with home (after 2nd placement)</li> <li>• Discussion with HoD for support</li> </ul>	<ul style="list-style-type: none"> <li>• Record in SIMS</li> <li>• Planning</li> <li>• Record of phone conversation/e mail/meeting notes</li> </ul>
2	<p>Referral is made by the <b>class teacher</b> when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to Stage 2 when this is agreed with the <b>Head of Department</b></p> <p>Where the behaviour of the pupil is isolated to one subject area, the <b>Head of Department</b> would be expected to undertake and to</p>	<ul style="list-style-type: none"> <li>• Review prior support and interventions</li> <li>• Interrogate SIMS and talk to the FT/HoY to ascertain whether the pupil's behaviour is subject specific</li> <li>• Talk to the pupil</li> <li>• Contact with home</li> <li>• Subject report</li> <li>• Check that SEND has been met</li> <li>• Check that behaviour plan is being followed</li> <li>• Check with designated safeguarding lead</li> <li>• Observe the pupil/carry out learning walk</li> <li>• Time out card (refer directly to the HoD) before "placement"</li> </ul>	<ul style="list-style-type: none"> <li>• Record in SIMS</li> <li>• Record of phone conversation/e mail/meeting notes</li> <li>• Report card</li> <li>• Observation/learning walk notes</li> <li>• Time out card usage</li> <li>• Date of group change</li> </ul>

	evidence that everything is being done to meet the needs of the child.	<ul style="list-style-type: none"> <li>• Reflection with the class teacher regarding triggers - e.g particular activities, seating plan, time of day etc</li> <li>• Change of group</li> <li>• Temporary removal from subject</li> </ul>	
	<p>Referral is made by the <b>class teacher</b> when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to Stage 2 when this is agreed with the <b>Form Tutor</b>.</p> <p>Where the behaviour of the pupil occurs across subject areas, the <b>Form Tutor</b> would be expected to undertake and to evidence that everything is being done to meet the needs of the child.</p>	<ul style="list-style-type: none"> <li>• Review prior support and intervention</li> <li>• Talk to the pupil</li> <li>• Contact with home</li> <li>• RAG the pupils timetable with the pupil and with regard positive and negative behaviour</li> <li>• Positive report</li> <li>• Time out card (refer directly to the form tutor)</li> <li>• Referral to CPR</li> <li>• Observation/learning walk</li> <li>• Start a google doc for class teachers to identify triggers</li> <li>• Refer to vulnerable groups</li> <li>• If behaviour is at break/lunch is there a clubs timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Record in SIMS</li> <li>• Record of phone conversation/e mail/meeting notes</li> <li>• Report card</li> <li>• Observation/learning walk notes</li> <li>• Time out card usage</li> <li>• Google docs</li> <li>• Vulnerable Groups notes</li> </ul>
3	Referral is made by the <b>Form Tutor</b> when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to Stage 2 when this is agreed with the <b>Head of Year</b> .	<ul style="list-style-type: none"> <li>• Review prior support and intervention with appropriate staff</li> <li>• Talk to the pupil</li> <li>• Contact with home</li> <li>• Complete a round robin</li> <li>• Discussion at vulnerable groups</li> <li>• Observation/learning walk</li> <li>• Time out card (refer directly to <b>Head of Year</b>)</li> <li>• Completion of Individual Crisis Management Plan (ICMP)</li> </ul>	<ul style="list-style-type: none"> <li>• Record in SIMS</li> <li>• Record of phone conversation/e mail/meeting notes</li> <li>• Report card</li> <li>• Observation/learning walk notes</li> <li>• Time out card usage</li> <li>• Google docs</li> <li>• Vulnerable Groups notes</li> <li>• ICMP</li> </ul>

	Where the behaviour of the pupil occurs across subject areas, the <b>Head of Year</b> would be expected to undertake and to evidence that everything is being done to meet the needs of the child.	<ul style="list-style-type: none"> <li>• Change of groups (in collaboration with <b>Heads of Departments</b>)</li> <li>• Appropriate referrals to internal and external agencies</li> <li>• If behaviours are at break/lunch BSP</li> <li>• Temporary removal from hotspots</li> <li>• Change of form groups</li> <li>• Formal behaviour contract</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable/class/group changes</li> <li>• Minutes from meetings with internal/external agencies</li> <li>• BSP</li> </ul>
4	Referral is made by the <b>Head of Year</b> when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to Stage 4 when this is agreed with the <b>Deputy Head</b> .	<ul style="list-style-type: none"> <li>• Review prior support and interventions with appropriate staff</li> <li>• Talk to the pupil</li> <li>• Review the formal behaviour contract</li> <li>• Involvement of Access and Inclusion from CBC</li> <li>• Meet with parents/carers to discuss the possibility of a managed move</li> </ul>	<ul style="list-style-type: none"> <li>• Record of phone conversation/e-mail/meeting notes</li> <li>• Report card</li> <li>• Formal record with Access and Inclusion</li> </ul>
5	Referral is made by the <b>Deputy Head</b> when the pupil has not made the required change despite the interventions identified being implemented. The pupil moves to Stage 5 when it is agreed with the <b>Head Teacher</b> that the pupil can no longer maintain a place at the Academy.	<ul style="list-style-type: none"> <li>• Alternative provision secured</li> <li>• Managed move secured</li> <li>• Permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Completed paperwork</li> <li>• County informed through access and inclusion</li> <li>• Pupil files transferred to next educational establishment</li> <li>• Pupil off role</li> </ul>