



Ortu Hassenbrook Academy

Opportunity through learning

Behaviour Policy

2021/22

Reviewed: September 2021
Next Review: September 2022



Our Vision

To create a world of class learning community in which all feel challenged and valued, where performance is improved and potential achieved, where success is celebrated and where there is a healthy respect for the environment

Our Mission

To use the strengths within the Trust Academies to raise achievement for all students and to enhance the role of member schools as resources for the community. We are passionate advocates of the power of partnership working to transform both educational and social outcomes for children for the better. Together, we have the capacity to make a difference and are morally bound to do so.

Rationale

This policy sets out the broad principles that we apply when approaching behaviour issues. It has been drawn up in consultation with pupils, staff, parents and Governors, and it should be read alongside the following policies: Anti-bullying, Equal Opportunities E-Safety and SEND. Together these policies describe an inclusive approach which aims to address the full range of needs of all of our pupils.

Philosophy

High standards of behaviour are essential for effective teaching and learning and for the creation of a community in which safety and respect for the individual is paramount. Effective teaching and learning is at the core of the promotion of high standards of behaviour and the quest to develop the individual as an independent learner. Good behaviour management will encourage pupils to develop self-discipline and a strong work ethic and, therefore, a sense of responsibility.

Purpose

The implementation of this policy will:

- Promote inclusion
- Ensure children work in a supportive environment where everyone has the opportunity to learn and feel safe;
- Enable children to develop learning skills and confidence through co-operation and consideration for others;
- Ensure pupils, staff, parents and governors have a clear understanding of the expectations and ethos of the school with regard to behaviour both inside the school and outside whilst travelling to and from school;
- Encourage children to take responsibility for their own actions, appropriate to their age and maturity;
- Promote equal opportunities;
- Acknowledge and promote appropriate behaviour by positive reinforcement
- Clarify roles and responsibilities of staff.

Home School Agreement

Successful education works on the interdependence of the school, pupils and staff. All pupils and parents are required to sign the Trust's Home School Agreement that communicates the expectations of behaviour for both parents and pupils in order for an effective partnership to be established.

APPENDICES

Appendix I – Dealing with Incidents Peer of Peer Abuse

<https://hassenbrook.s3.amazonaws.com/uploads/document/Behaviour-Policy-Appendix-I.pdf?ts=1633343378417>

Appendix 2 – Sanctions and Support

Low level behaviour	Behaviour which causes concern	Serious incidents
Talking Chewing Lateness Poor uniform Lack of equipment Use of mobile phone/stereos etc. Verbal confrontation Off task behaviour Distracting other students Refusal to follow instructions Lack of homework Eating in class	Failure to attend detentions Leaving class without permission Truancy Inappropriate physical contact Lack of respect of property/ other student's possessions Persistent low level behaviour issues Verbal assault Inappropriate language including racist, sexist comments Aggressive arguments Refusal to follow instructions after warnings Confrontation caused by poor response to earlier intervention	Swearing at members of staff Physical abuse Drug abuse Possession/use of weapons Extortion of money/property Sexual assault Refusal to respond to earlier intervention Open defiance
Who deals with this?	Who deals with this?	Who deals with this?
Classroom teacher is responsible.	Heads of Department (HoD)/ Heads of Year (HoY)/ Form Tutors/ SLT (depending on seriousness of incident)	Head of Year/ SLT/ External Agencies
Communication	Communication	Communication
This will be recorded on the school database (SIMS) on students' records. Referrals may be made in some cases to key pastoral staff and to parents.	The record of the incident will be communicated to the Head of Department and shared with the form tutor and Head of Year using SIMS & email.	Information will be shared with the HoD, HOY.
Possible Sanctions	Possible Sanctions	Possible Sanctions
Refocusing on positive behaviour, warnings, moving seats, short detentions, Negative behaviour point, log on SIMS, Tutor Report Phone call Home	Report, sent on call, Longer detentions, community service, log on SIMS, phone & letter home, meetings with family, specific lesson withdrawal (Student sits in HoY office).	SLT Report, Isolation, GH isolation, fixed term exclusion, Pastoral Support Plan, permanent exclusion.

Appendix 3 – Banned Items and Searches

Banned Items

The items below must not be brought to school or seen in school. Any students found with any item that could be considered dangerous or a weapon will be sanctioned according to Gable Hall's Sanction Ladder (Appendix 3) these dangerous and harmful items include the following:

- Stink bombs
- Fire cracker
- Aerosol cans
- Any other tube of sprays
- Lasers
- Knives, screwdrivers or tools of any kind
- Guns, fake/toy guns
- Metal combs
- Any objects that could be used a weapon
- Cigarettes
- Drugs
- Alcohol
- E-cigarettes/vapes
- Lighters
- Matches
- Any sharp objects (a compass should be kept in a maths set box, scissors should be small and round and kept in a pencil case)

Searches

In the case of pupils bringing banned items to school, staff do have the right to search pupils. This however should in the main be carried out by a senior member of staff in the presence of a witness. Staff can search a pupil with their verbal consent for any item which is banned from school (see list below) the search can include the pupil's bag, pockets or locker. The Head or a member of staff authorised by the Head together with a witness can search, without consent, for prohibited items such as knives or weapons, alcohol, drugs and stolen items. Items which can be searched for include:

Mobile phones, iPods, laptops, fireworks, cigarettes, tobacco products, pornography, lighters, spray cans, work tools, any implements deemed to be dangerous. The school does not have to seek parental consent for a search to take place, but a courtesy phone call to say one has taken place will be made whenever possible.

Appendix 4 – Hassenbrook’s Code of Conduct

HASSENBROOK ACADEMY



CODE OF CONDUCT

At Hassenbrook Academy we believe that everyone has an equal right to learn, be happy and be successful. To achieve this we should be:

Ready to Learn



Respectful



Responsible



This Code of Conduct enables us to create a safe, pleasant environment where all our pupils can learn and achieve their full potential.

Appendix 5 –The Hassenbrook Way

For Staff

Our Code of Conduct

- Be Ready to learn
- Be Respectful
- Be Responsible



Our Routines

- Meet & Greet
- Seat and Settle
- End & Send

Our Over & Above

- Recognition Boards
- Praise Postcards
- Phone Calls Home
- Merits

Our School, Our Way

Opportunity through learning

Our Behaviours

- RiP & PiP
- First attention to good
- CARR
- Repair and rebuild

Our Teaching

- 5 a day quiz
- I do , we do , you do
- Redrafting
- Turn and talk

Our Curriculum

- Creativity & problem solving
- Numeracy
- Literacy
- Social Justice

Appendix 6 – Attributes of an Active Learner

