Behaviour and relationships policy and statement of behaviour principles

Holyrood Academy
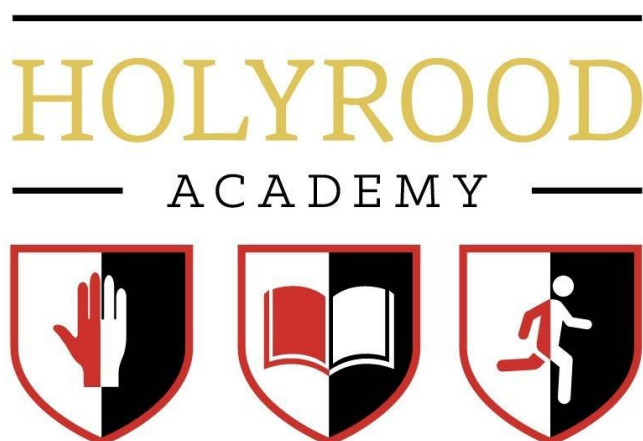
Approved by:	Mr J Scott	**Date:**	19 March 2024
Last reviewed on:	March 2024		
Next review due by:	March 2025		

Contents

.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- In addition, this policy is based on:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour can be defined as but not limited to:

- Not following the school values – 'Be kind. Work hard. Join in'. Specifically, not following the 'Holyrood Way' where we expect students to:
- Follow all reasonable requests at the first time of asking.
- Ensure disruption free learning for themselves and others.
- Treat people and property with respect.
- Disruption in lessons, in corridors and spaces in-between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Incorrect timekeeping and punctuality to school and lessons.
- **Serious misbehaviour** can be defined as but not limited to:
- Repeated breaches of the school rules
- Persistent disruptive behaviour
- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking and/or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Holyrood Academy students defined bullying as:

- A repeated and deliberate misuse of power in a relationship.
- It can involve an individual or a group misusing their power, over one or more persons who feel unable to stop it from happening.
- Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).

    It is defined as behaviour that is:

- intended to hurt someone either physically, socially, emotionally or psychologically.
- often discriminatory, it is aimed at certain groups, for example because of race, religion, disability, gender, gender identity or sexual orientation.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumors, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Dealing with Bullying

Principles

- We will create a supportive atmosphere in which all students feel able to talk about their problems.
- Students will always be listened to by an appropriate member of staff when reporting incidents of bullying, and what they say will be taken.
- Bullying will always be treated as a problem and a 'problem solving' approach will be adopted. Staff will always try to restore, repair and rebuild relationships. Students must recognise that the school will not accept bullying.

Further detail on how we address bullying is found in our 'Bullying Policy' School Policies — Holyrood Academy (bep.ac)

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

Good behaviour in school is central to providing students with a good education. We therefore place a very high priority on creating a culture of excellent behaviour with high expectations that reflect the values of the school. We want every student to be able to learn in a calm, orderly, safe and supportive environment, free from disruption.

Students are explicitly taught what good behaviour looks like and this is positively reinforced through appropriate rewards, recognition and providing pupils with meaningful responsibilities. Where negative behaviour does occur, it is firmly challenged with proportionate sanctions and an encouragement to learn and do better.

Underpinning the school's approach to ensuring high standards of behaviour are the positive, respectful relationships that exist between staff and pupils, and amongst the students themselves. These relationships form the basis of the strong sense of community and belonging that is felt by all those that are part of the school.

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly, quickly and responsibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Students are allowed to bring mobile phones to school.

Mobile phones and mobile devices are to be switched off and stored in bags during the academy day from the moment of arrival on the school site until pupils are dismissed from their lessons at the end of period 5.

Mobile devices can only be used in the classroom for specific educational activities as decided by the teacher. Once this is completed, they are to be switched off and put back in the pupil's bag.

It is not permissible for students to use them for personal use including listening to their music or for any form of communication including social media.

The Academy will permit urgent/important phone calls to parents via our landlines.

Sixth Form

Sixth Form students are allowed to bring mobile phones into the Academy and may connect to the Academy's network.

Sixth Form students may use their phone within the Sixth Form block during free periods and break/lunch.

Sixth Form students must have their phones turned off and in their bags in lessons and must not use their phones openly around the Academy from the time they arrive in school until 3.10pm or when they are dismissed from class.

Sixth Form students may use phones in lessons when permitted to do so by the member of staff, for educational purposes only.

All students

Mobile phones that are brought to the Academy, are the responsibility of the student at all times.

The Academy accepts no responsibility for loss, theft, or damage to a student's phone.

Mobile phones are not to be taken into examination rooms.

Mobile phones can be used at the discretion of a teacher during educational visits.

Sanctions

Further detail on how we address mobile phone use is found in our 'Mobile Phone Policy' Current Policies & advice - Holyrood Academy - Google Drive

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

●   Create and maintain a stimulating environment that encourages students to be engaged

●   Display the behaviour curriculum or their own classroom rules

●   Develop a positive relationship with students, which may include:

▪   Greeting students in the morning/at the start of lessons

▪   Establishing clear routines

▪   Communicating expectations of behaviour in ways other than verbally

▪   Highlighting and promoting good behaviour

▪   Concluding the day positively and starting the next day afresh

▪   Having a plan for dealing with low-level disruption

▪   Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information Child Protection and Safeguarding Policy.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- House points
- Communicating praise to parents/carers via a phone call, praise postcards or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

House points

House points are accumulated during each term by students and celebrated in celebration assembly.

House points are awarded for a number of reasons:

1 House point

- Good written answer
- Good discussion point
- Helpfulness to others, supportive role in class, positive engagement in class

5 House points

- Sustained effort over a period of lessons, or a longer piece work
- Excellent written work
- Considerable support and leadership of others

10 House points

- Outstanding effort beyond expectations

Postcards

Postcards are awarded when a member of staff recognises that a student has gone above and

beyond either inside and outside the classroom.

Certificates

Are an opportunity to praise students' success publicly and will be presented either during tutor or

assembly. These recognise successive collection of house points and sustained effort from our

students.

Yearly Awards:

50 Points - Awarded in tutor time

100 Points - Awarded in tutor time

200 Points - Awarded in a celebration breakfast with students' Year Leader

500 Points - Awarded in a celebration breakfast with the Head teacher

Celebration Assemblies

Our best students are role models for others, we celebrate their success publicly throughout the year. At the end of each term year leaders lead celebration assemblies to share successes.

In addition these termly assemblies we have:

● End of KS3 celebration ceremony to celebrate academic achievements at the end of Year 9
● Whole school assembly led by the Headteacher to celebrate all aspects of the school year
● Awards Evening to celebrate academic achievement across a school career.

Subject Badges

Subject badges will be awarded to students who consistently go above and beyond in a lesson, and will be awarded termly in celebration assemblies. We review these awards to ensure there is parity for our PP and SEND students.

Reward Trips

These trips will be by invite only and the selection criteria will be flexible but will include students with high numbers of house points, students who have not been to Restart, detention or internal exclusion, and students that haven't been suspended. .

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavor to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues from arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

● A verbal reprimand, warning and reminder of the expectations of behaviour

● Sending the student to 'Restart'

● Setting of written tasks such as an account of their behaviour

● Expecting work to be completed at home, or at break or lunchtime

● Detention at break or lunchtime, or after school

● Loss of privileges – for instance, the loss of a prized responsibility

● School-based community service, such as tidying a classroom

● Referring the student to a senior member of staff

● Letter or phone call home to parents/carers

- Agreeing a behaviour contract
- Putting a student on an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP)
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

7.6 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.7 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, either the Senior Leadership or Safeguarding Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.8 Approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

● Proportionate

● Considered

● Supportive

● Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

● Responding to a report

● Carrying out risk assessments, where appropriate, to help determine whether to:

○ Manage the incident internally

○ Refer to early help

○ Refer to children's social care

○ Report to the police

Please refer to our child protection and safeguarding policy and SVSH Policy for more information Policies — Blackdown Education Partnership (bep.ac)

7.9 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy Policies — Blackdown Education Partnership (bep.ac) for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

The headteacher gives authorisation for all staff members to issue a school detention.

Students can be issued with detentions during break, lunch or after school during term time.

The school will decide whether it is necessary to inform the student's parents/carers.

When imposing a detention, the school will consider whether doing so would:

● Compromise the student's safety

● Conflict with a medical appointment

● Prevent the student from getting home safely

● Interrupt the student's caring responsibilities

The detentions at Holyrood consist of the following:

● Late gate (break)- students arriving late to school.
● KS3 and KS4 support (lunch) - students needing additional support with their homework.
● Year leader afterschool detention - failing to attend break or lunchtime detentions, uniform concerns, truancy, being sent to Restart, failing to respect the school site, failing to meet the expectations of the school values (work hard, be kind, join in).
● Senior leaders afterschool detention - not attending the Year leader detention.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Student who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum. The school uses parking, Restart and internal exclusion.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

● Restore order if the pupil is being unreasonably disruptive

● Maintain the safety of all students

● Allow the disruptive student to continue their learning in a managed environment

● Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by either a different teacher, a school leader,the internal exclusion or Restart Leads. In some cases students may also be parked with other teachers or placed in Internal Exclusion with a Middle or Senior Leader.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

● Meetings with Year Leaders and Curriculum Team Leads.

● Use of teaching assistants

● Short-term behaviour report cards

● Long-term behaviour plans

● Student support units

● Multi-agency assessment

●

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on Bromcom.

Parking

Students will be parked in another classroom to work for a specified period of time. This will be coordinated by the classteacher, curriculum team lead and/or year leader.

Restart

The restart room is a key part of ensuring disruption free learning for all students. When a student is causing disruption to learning or demonstrating extremely poor behaviour they will be sent to the restart room in the first instance.

Restart room is not about sanctioning students but about providing a place for students to reflect,recover themselves and complete work whilst out of their normal lesson.

Internal Exclusion

Internal exclusion will be used for more serious incidents of poor behaviour or defiance. Parental consent is not required for internal exclusion. During internal exclusion, students will spend a period of time with either a senior member of staff or the internal exclusion coordinator. The length of the sanction will be determined by either a senior or year leader.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information Policies — Blackdown Education Partnership (bep.ac)

9. Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

The School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. This will include:

- Mentoring - The school uses both internal and external mentors who can work on a 1-2-1 basis with individual students or work with small groups.
- Access to an alternative curriculum – The school uses both internal and external provisions to support the students.
- Teaching strategies - Year leaders, curriculum team leaders, senior leaders or the SENCO will devise strategies for staff to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- Exit cards - Students who experience difficulty with impulsive behaviour can be offered an exit card where they will leave the lesson for a short period and visit a designated space.
- Individual Behaviour Plan (IBP) – An IBP is used for those students who struggle with their behaviour. It will identify targets for the student to improve and outline the strategies and support that are being provided for them.
- Pastoral Support Programme (PSP) - A PSP aims to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school-based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.
- Interventions - This could mean a short-term intervention delivered by school staff or external agencies
- Personalised timetable - Set up for individuals to support learning or social, emotional, and mental health needs, this could take place through SEN support.
- Meetings and reviews - students will have reintegrating, TAF and regular review meetings to review progress and assess their provision. Changes to their plans can be made during these meetings.

The School will refer students to external agencies if the current strategies have not impacted a student's behaviour choices or if specialist external support is needed.

10. Monitoring arrangements

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Senior Leadership Team

The data will be analysed from a variety of perspectives including:

- At school level

- By age group

- At the level of individual members of staff

- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

10.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and local governing body at least every three years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of the local governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

11. Links with other policies

This behaviour policy is linked to the following policies:

● Suspension and exclusions policy

● Child protection and safeguarding policy

● Sexual Violence and Sexual Health policy

● Mobile phone policy

● Anti-bullying policy

Appendix 1: W**ritten statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by studnets and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from causing a serious risk to themselves or others.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers via the bound and numbered book in Upper Site Reception or with the Head's PA

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a student's possession or that have been in the student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will usually be carried out by two members of staff who have been authorised to do so by the headteacher, or by the headteacher themselves. Where possible, one of these members of staff will be of the same sex as the pupil, subject to the exception below.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the students
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction, for example an internal exclusion or suspension.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks/Drawers
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

Holyrood Academy staff do not perform strip searches. If there is a serious concern about safety, senior staff will contact the Police and parent/carer immediately.

Appendix 4: Responding to misbehaviour from pupils with SEND

1.　　Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Our approach includes the following:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

2.　　Adapting sanctions for students with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the student unable to understand the rule or instruction?

- Was the student unable to act differently at the time as a result of their SEND?

- Is the student likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

3. Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a studnt, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

4. Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

[SEND+Policy_2023-10-20-13-22-17.pdf (squarespace.com)](SEND+Policy_2023-10-20-13-22-17.pdf)

Appendix 5: Student transition

1. Inducting incoming pupils

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

2. Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to students' behaviour issues may be transferred to relevant staff at the start of the term or year.

Appendix 6: Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

● The proper use of restraint, for specific members of staff only

● The needs of the students at the school

● How SEND and mental health needs can impact behaviour

● The behaviour systems of the school

Behaviour management will also form part of continuing professional development.

Appendix 7: Home-school agreement

<tutor> <students name>'s Home School Agreement

Holyrood Academy exists to make sure that every child, regardless of their background, can be truly successful.

Within this home-school agreement, we establish a set of shared principles that allow students, their parents/carers and the school to work together in a positive, compassionate manner, promoting good learning and allowing < student name> to meet their full potential.

Headteacher - Mr D MacCormick   <student name>:   <Parent name>:

_____   _____   _____

At Holyrood Academy, the staff will	As a student of Holyrood Academy, I will:
➔ Work hard, be kind, and join in. ➔ Create a safe and positive environment for students to learn. ➔ Know our students and build respectful, working relationships. ➔ Have high expectations of learning and behaviour. ➔ Remain professional, lead by example and model expected behaviour. ➔ Respond positively and compassionately in every situation. ➔ Use praise, rewards and sanctions fairly and appropriately. ➔ Provide engaging, well-planned lessons that meet the needs of all students and demonstrate a passion for their subject. ➔ Keep parents/carers regularly informed of their child's progress and achievement through clear lines of communication. ➔ Listen to and respond promptly to concerns, contacting parents/carers should a problem arise.	➔ Work hard, be kind, and join in. ➔ Be prepared and equipped to learn, including wearing the correct uniform. ➔ Do my homework on time and raise any issues with my teachers ➔ Arrive at school and my lessons every day on time and ready to learn. ➔ Try my best to do my work and ask for help if I need it ➔ Allow my teachers to teach and other students to learn. ➔ Work towards independence and resilience. ➔ Be proud of myself, my work and my school. ➔ Respond positively to any reasonable request made by an adult. ➔ Speak to an adult about any issues I'm experiencing that may affect my safety, work or behaviour ➔ Treat all others and the school environment with respect. ➔ Understand and consistently follow the school rules.
As a parent or carer, I will:	
➔ Ensure the good attendance and punctuality of my child. I will notify the school if my child will be absent. ➔ Ensure my child is equipped, well-rested, fed and appropriately clothed in the correct school uniform. ➔ Read and support the school policies and procedures. Never disagree with the school's decision-making in front of my child. ➔ Support the school to make sure my child maintains a consistently high standard of behaviour. ➔ Contact the school directly to raise concerns using the appropriate methods of communication. ➔ Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff. ➔ Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that. ➔ Treat all members of the school community with care and respect. ➔ Inform the school of any issues that may adversely affect a child's learning in school. ➔ Make sure that my child completes their homework on time and raises any issues with their teachers. ➔ Engage in parent meetings/evenings and work together with the school to achieve the best outcomes for my child. ➔ Read any communications sent home by the school and respond where necessary.	