



**THE
HASTINGS
ACADEMY**

Behaviour to Achieve Policy

Approved by: Hilary Morawska **Date:** 14/09/20

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This policy has been written in consultation with students, parents and staff

Behaviour to Achieve Policy



Contents

1. Aims	3
2. Legislation and statutory requirements	3
3. Definitions	3
4. Bullying.....	4
5. Roles and responsibilities	4
6. Pupil code of conduct	5
7. Guidance for Staff Managing Behaviour	6
8.1. Rewards and Sanctions.....	9
8.2. Rewards.....	9
8.3. Sanctions	10
8.3.1. Sanction Progression.....	12
8.3.2. Sanction Levels.....	14
8.4 Cumulative Behaviour.....	15
8.5. Mobile Phones	16
8.6 Off-site behaviour.....	16
8.7 Malicious allegations.....	17
8.8 Physical restraint.....	17
8.9 Confiscation	18
8.10 Pupil support	18
8.11 Statements.....	18
9. Pupil transition	19
10. Training	19
11. Behaviour Data	19
12. Alternative Provision	19
13. Monitoring arrangements.....	21
14. Links with other policies.....	21
Appendix 1: The Hastings Academy Way	22
Appendix 2: Learning Plan.....	22
Appendix 3: Community Plan	24
Appendix 4: Behaviour Policy: Coronavirus Addendum	25

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
Outline **how pupils are expected to behave** both within and beyond the academy
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [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 online

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Poor behaviour outside of school

Serious misbehaviour is defined as (but is not limited to):

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- 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

Behaviour to Achieve Policy



- 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

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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 rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **Preventing Bullying Policy**.

5. Roles and responsibilities

5.1 The governing board

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

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 The school

The Hastings Academy will:

Behaviour to Achieve Policy



- Be responsible for providing a safe and secure environment in which students will have the ability to flourish and thrive in all aspects of their learning.
- Be consistent in our approach to dealing with student positive and negative behaviour
- Be inclusive and respectful to all members of our community
- Work with parents and carers to improve the behaviour of students

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents and contacting parents
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents and carers

The Hastings Academy embraces a collaborative approach with parents/ carers to ensure the best outcomes possible for students. Parents and carers are expected to ensure their children:

- Attend every day unless they are genuinely ill
- are dressed in the full correct school uniform
- bring a pen, pencil and ruler (as a minimum)

In addition parents are expected to:

- Support their child in adhering to the Academy'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
- not contact students on their during lesson time on their mobile phones
- Keep the school up to date on contact detail changes
- Attend all meetings on time
- Take a zero tolerance approach to any serious misbehaviour (refer to section 3.)

6. Pupil code of conduct

There are two areas for pupils to adhere to: At the Hastings Academy students will:

Be good citizens

- be kind, respectful and polite.
- keep the academy clean and free from litter and graffiti.
- use respectful language, free from swearing, abuse and aggression.
- behave in an orderly and self-controlled way
- show respect to members of staff and each other
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school
- be patient, calm and polite
- treat all adults and fellow students with respect.
- be dressed in the correct uniform
- take themselves to detentions and learning recovery

Make the most of learning time (our Classroom Rules – see 7.2)

- Be the best you can be
- Follow instructions
- Respect everyone and everything
- Be prepared for learning
- Listen actively

In addition, refer to the Hastings Academy Way (appendix 1)

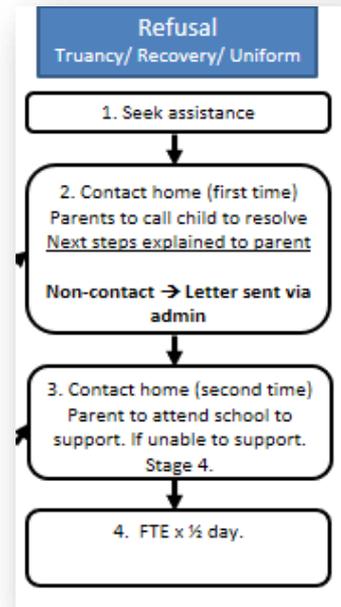
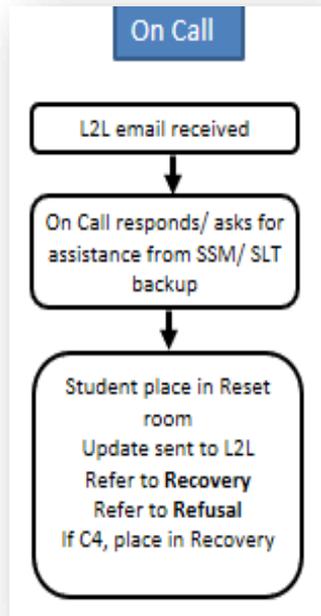
7. Guidance for Staff Managing Behaviour

- **Each lesson a fresh start:** The process means that students will reflect on their actions and meet with staff before the next lesson where practicable, to repair relationships.
- **Choices:** Students should have the opportunity to reflect on the choices they make and be given the opportunity to modify their behaviour, by discussing targets for success with their teacher.
- **Language:** Language should be non-confrontational and focus on the behaviour rather than the individual. All consequences need to be related to learning and impact upon the academy's ethos and culture. Staff should refer to the classroom and academy rules –The Hastings Academy Way where appropriate. Do not invade the student's personal space.
- **Take up time.** Allow students take up time. Use emotional intelligence to intervene and deal with low-level behaviour issues to avoid escalation.
- **Classroom management:** Staff should use classroom management techniques prior to using BTA in order to deal with low level disruptive behaviours. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons at the door
 - 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 known low-level disruption
 - Using positive reinforcement
 - Use **Engagement Strategies and Micro Scripting** – see below

Behaviour to Achieve Policy



- **On call** – The staff member oncall will pick up students from class when they receive a C4. They will endeavour to take the student to the Learning Recovery room but may need to go via the school office should the student refuse. Students should not be back in lessons or break if they have been given a C4 during the day.
- **Student refusal** – Should a student refuse to follow instructions when out of lessons, the following procedure will apply. Phone calls will be made in the first instance by the BTA administrator, if they are unavailable, any Students Support Manager.
- **Follow up** – At 3:15pm each day the Heads of School, SLT with responsibility for Behaviour and BTA administrator will meet to look through the daily log of incidents and arrange the appropriate follow up. This can include, but is not limited to, placing students in Learning Recovery, ensuring apologies are given and directing pastoral staff to complete mediation between students and staff.

8.1. Rewards and Sanctions

At the Hastings Academy we have expectations of how the student should behave. If a student exceeds, or does not meet, our expectations then rewards and sanctions will be put in place.



8.2. Rewards

It is the academy's belief that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of students is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between students and between staff and students will lead not only to harmonious relationships but also to the fulfilment of the students' potential both academically and socially. We recognise personal success, contribution, individual progress and positive attitudes.

Our reward system is set up to promote self-less behaviours, as these, we believe will provide the grounding of a better society. See reward progression below.

7.1.1 List of rewards

Positive behaviour will be rewarded with:

- Verbal and written praise
- Letters or phone calls home to parents
- Special responsibilities/privileges
- PRIDE pounds
- Rewards trips/activities
- Rewards presented by the Principal
- Postcards sent home

Behaviour to Achieve Policy



- Prize giving events
- Celebration assemblies
- Attendance rewards
- Acknowledgement of excellence in lessons by senior staff

7.1.2 Reward progression

Our reward system is set up to promote self-less behaviours, as these, we believe will provide the grounding of a better society. Students can gain reward points (PRIDE Pounds) for the five levels shown below. The amount of PRIDE Pounds are shown in brackets. The more self-less a student's actions the more PRIDE Pounds they will get.

We expect teachers to use the language of these rewards when giving them out, e.g.

*'Well done Jack, you have reach **Level 1 – Self** because you showed great **resilience** '*

 Level 1 - Self	 Level 2 - Others	 Level 3 - School	 Level 4 - Community
Creativity (5)	Group work (10)	Rewards Store (50)	Helping in the community (100)
Communication (5)	Helping others (10)	Sports Representation (50)	 Level 5 - National
Resilience (5)	Leadership (10)	Student Librarian (50)	
Improved engagement (10)		Supporting School Events (50)	

8.3. Sanctions

The Hastings Academy rejects any form of corporal punishment.

Behaviour to Achieve is a whole school system which relies on staff using it in a fair and consistent way. No other classroom sanctions can be used. Sanctions are set through a central school system and the data is carefully monitored. EVERYBODY must follow the system – no exceptions. As we know inconsistency is our biggest barrier in ensuring effective practice.

To support teachers and students a set of classroom rules has been established:

CLASSROOM RULES

1. BE THE BEST YOU CAN BE
2. FOLLOW INSTRUCTIONS
3. RESPECT EVERYONE AND EVERYTHING
4. BE PREPARED FOR LEARNING
5. LISTEN ACTIVELY

The school may use one or more of the following sanctions in response to unacceptable behaviour **(not in order of severity)**:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil 'on report' – see example report in the appendices.
- A verbal or non-verbal (gesture/ signal) reprimand
- Repeating unsatisfactory work until it meets the required standard;
- The setting of work to be completed at home, at break or at lunchtime
- Loss of privileges – for instance the loss of a prized responsibility or attending school trips
- Detention including break-time, lunchtime or after school;
- School based community service or imposition of a task – such as picking up litter, tidying a classroom;
- Regular reporting including early morning reporting, scheduled uniform and other behaviour checks, or being placed 'on report' for behaviour monitoring;
- Sending students to another school on a time-limited placement
- Fixed term exclusions for a period of ½ day to 5 days. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

Whilst a student is excluded it is imperative that the student remain at home or with their parent/ carer for the period of the exclusion. If an excluded student enters the Academy site or is near to the Academy during the period of exclusion parents/carers will be subject to a fixed penalty notice fine. Upon return, the student will be placed on report to the Head of School. Students who are excluded will not be invited to attend school trips for the remainder of the academic year. Upon re-integration, the child and parent/carers will meet with a member of the school's pastoral team to discuss and agree strategies and support to improve and manage behaviour upon return.

Behaviour to Achieve Policy



- Learning plans (LP): Should students accumulate a high number of C3/C4's, parents/carers will be advised that their child will be placed on a learning plan. The LP will contain relevant, achievable and agreed targets which the students will work towards achieving alongside interventions and support within school. LPs are time limited, which if the student succeeds, will be removed once completed. Should the student fail to achieve the targets within the agreed time, exclusions will be served. Should the student continue to fail to achieve the targets, in spite of the support provided, an Additional Needs Plan (ANP) will be started, reflecting strategies, targets, behaviour and interventions to date.
- Community Plans (CP): Should students be involved in incidents of anti-social behaviour either within or outside of the academy parents/ carers will be advised that their child will be placed on a community plan. The CP will contain bespoke, relevant, achievable targets which will support an improvement in anti-social behaviours. CPs are time limited and if a student achieves the targets the CP will be completed. Should the student fail to achieve the targets in the agreed time an exclusion will be served. Should a student continue to display anti-social behaviours and make no effort to change their behaviours the academy will request that the police liaison officer visit the Academy to speak to the student about the potential impact of their behaviour both upon themselves and also the wider community.
- Acceptable Behaviour Contract – (ABC): If anti-social behaviour is severe or repeated it may lead to the Academy liaising with the police to issue an ABC which is time limited and stipulates terms by which the student must abide in order to meet the conditions of the contract. If the student fails to meet the conditions of an ABC the police can apply for an Anti-social behaviour order, seek support of a youth offending officer and continue to review the behaviour of the student.
- Meeting with police liaison officers to discuss behaviour and/ or issue an acceptable behaviour contract (ABC) – see section 10;
- Permanent exclusion

See appendix 4 for sample letters to parents about their child's behaviour.

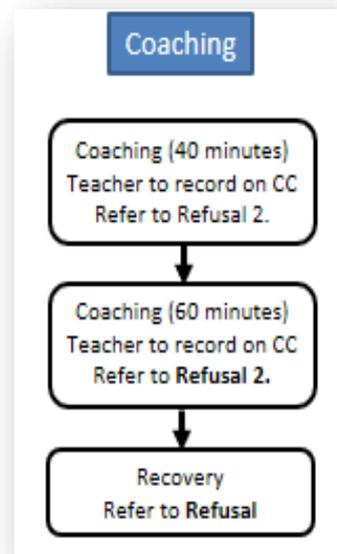
8.3.1. Sanction Progression

Teachers will always use their professional judgement before issuing sanctions. **Refer to 7.5 Guidance for Staff Managing Behaviour**

- C1 Verbal warning – name/initials written on the board. Can also be logged on Classcharts, with a description of behaviour
- C2 Verbal warning – name/initials written on the board. Can also be logged on Classcharts, with a description of behaviour. There is no further consequence for a C1/C2 – this is the student's opportunity to adjust their behaviours and avoid further sanctions.

Behaviour to Achieve Policy

C3 Detention (Coaching) – (40 or 60 minute coaching detention, held immediately after school led by the Head of School). The academy operates a no-notice system resulting in students serving their detention immediately after school (from C3’s submitted periods 1-4). The purpose of detention is for the students to serve a sanction for and reflect upon their behaviour. The class teacher enters the C3 onto Classcharts (at the end of the lesson or as soon as possible, but before 3:30 pm). The student does not leave the lesson. If a student refuses to attend their detention, this will be escalated to the next level (as shown in the diagram opposite). Also refer to Refusal in 7.5



Relocation - Refer to sanction levels below. Should a student’s behaviour be of such that the class teacher is unable to teach they will be asked to ‘relocate’. The student will be asked to go to another class, within the hill that they are being taught in, for the remainder of the lesson. Refer to Learning Recovery for guidance on student refusal.

C4 Learning Recovery – If a student has refused to leave the class to be Relocated, or if a student’s behaviour has escalated to the extent that meets the Learning Recovery criteria shown in the Sanctions Levels the class teacher will submit a BTA email (THA-12-BTA). This generates a call-out to senior staff on duty and the student will be removed, quietly, from the lesson. *Nb. At times, depending on the level of the incident, it may be necessary for the teacher to send another student to ask for assistance in class, or remove the class to ensure the continued safety of staff and students.*

After a 12 BTA email has been sent, the student must wait to be collected from the lesson and not walk out. The student will be taken to the Learning Recovery room to serve the Learning Recovery and will stay in Learning Recovery until 4.00 pm. The full Learning Recovery (6 hours), where appropriate, will be completed the following day. If a student has an alternative provision, e.g. forest school, they may attend this but will be expected to make up the time the following day. In Learning Recovery students are expected to complete work following this timetable.

Period 1	Period 2	Period 3	Period 4	Period 5
Maths	English	Science	BTEC Sport; Dance; Drama; Food; French; Geography; History; Media Studies; Music; RM & Graphics; Spanish	Art/Photography PSHE Reading

Learning Recovery for the majority of students will take place in F5, however to meet the needs to some students this may be served in other areas of the school as deemed most appropriate by the Head of School.

Behaviour to Achieve Policy

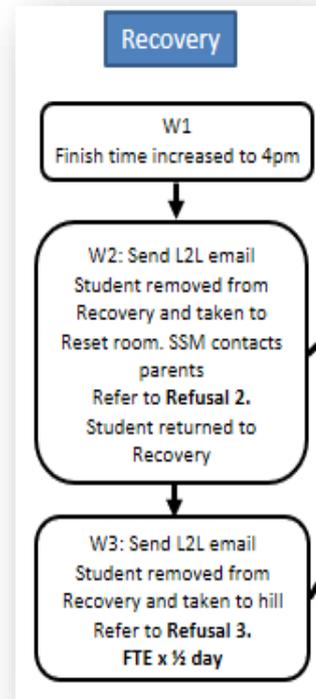
It is good practice and expected for the class teacher to meet with the student, where practicable, in Learning Recovery to agree strategies to improve working relationships and to ensure a smooth re-entry to the next lesson. Staff are required to enter a comment on Classcharts in relation to the restorative conversation being completed. Where a student is being supported by our THRIVE strategy, students gaining a C4 will work within the THRIVE facility.

We may use the Learning Recovery in response to serious or persistent breaches of this policy. Pupils may be sent to the Learning Recovery during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Should a student voice a negative, personal comment directly to or about a teacher or staff member or voice derogatory comments about the teacher or staff member's professional practice an automatic C4 will be issued. Dependent upon the nature of the comment, further investigation and sanction may be appropriate.

C4s should not be given 5 minutes before the end of the lesson/when packing up etc. as the impact on learning is minimal unless there are exceptional circumstances.

Should a student not behave to the appropriate standards within Learning Recovery then the diagram above will apply.



8.3.2. Sanction Levels

The following diagram outlines the types of behaviour and associated sanctions for poor behaviour in lessons, in unstructured time and for outside of school. For behaviours deemed more serious than those listed below, staff can Report Incident – see below

Sanction Levels	Coaching (40 minutes)					
						
	Disrupting learning	Lack of class work	Late to lesson	Late to school	Littering	No homework
						
	No PE kit/ equipment	Out of lesson time behaviour	Refusal	Unauthorised use of an	Uniform infringement	
	Coaching (60 minutes)					
						
	Health and Safety	Smoking/ vaping	Spraying water	Swearing or derogatory	Truancy	Walked out of lesson and
	Learning Recovery					
						
	Bullying	Damage to school	Disruption to learning (after	Failure of Learning/	Handling stolen goods	Walking out of class

Report Incident

For behaviours deemed more serious than those listed above, staff can Report Incident on Class Charts. When staff do this an email will be sent to all SLT and Pastoral staff. This will then be followed up by the appropriate school, with support from SLT Oncall, that day.

Should there be an immediate concern in class, staff should refer to the procedure outlined in Learning Recovery.

Report Incident					
					
Banned item/ substance	Dangerous behaviour	Fighting	Purposeful physical	Swearing directed at	Report other behaviour

8.4 Cumulative Behaviour

Add here

8.5. Mobile Phones

We recognise that mobile technologies such as phones and iPads are part of everyday life but that such technologies need to be used appropriately. To this end we have defined unacceptable use of these devices below.

- Mobile phones, similar electronic devices and earphones must not be seen or heard during learning time (lessons, tutor time, assembly, trips/visits etc) or within 5 minutes of the start of lesson, unless otherwise instructed by the class teacher. It must be out of sight in the bottom of the student's bag. Normal classroom sanctions will follow for any student whose mobile phone is seen or heard during a lesson
- Using mobile phones to bully or threaten other students is totally unacceptable. Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour. If the use of technology humiliates, embarrasses or causes offence, it is unacceptable regardless of whether consent to take the photo or video was given. This also applies to abuse posted outside of school hours.
- It is forbidden for students to join together to target any student, individual or member of staff; to use their mobile phone to take videos/images in order to denigrate and humiliate an individual. Sharing, sending or uploading images/videos to other students or individuals, or making them publicly available is strictly prohibited. This also includes using mobile phones to photograph or film any student, individual or member of staff without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and this behaviour will be reported directly to the police for investigation.
- Mobile phones are banned from all exams. Any student found in possession of a mobile phone during an exam will be reported to the exam board and may have their paper disqualified. Such an incident may result in all other exam papers being disqualified.
- Any student who uses vulgar, derogatory, or obscene language transmitted through a mobile phone will face disciplinary action.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile phones or devices if they are bought into school. Parents/carers are reminded that in cases of emergency, the school office is the first point of contact and office staff can ensure your child is reached quickly and assisted in any relevant way. Passing on messages through school reception also reduces the likelihood of disrupting lessons.
- Mobile phones and similar electronic devices are not permitted within Learning Recovery or when serving a Learning Recovery within any part of the school. Devices will be stored safely with the pastoral team.

8.6 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Subject to this behaviour policy, the academy may discipline students for:

Misbehaviour when the student is:

- Taking part in any academy-organised or academy-related activity;

- Travelling to or from the academy;
- Wearing the academy uniform;
- In some other way identifiable as a student at the academy.

Misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the academy;
- Poses a threat to another student or member of the public;
- Could adversely affect the reputation of the academy.

Whilst a student is wearing academy uniform they are bound by the rules and expectations of the academy. Any student who breaks the code of conduct whilst in uniform will face the same consequences as if they were in school. For example, behaviour at the bus stop or on the journey to and from the academy is bound by the same rules as if on the academy premises. If unable to reprimand the student, a member of staff who witnesses any contravention of the Behaviour to Achieve policy should go to the academy reception to attempt to identify the student(s) concerned and report the incident to the appropriate Head of School. The Head of School and/or SLT decide on the seriousness of the incident reported and the nature of consequences necessary in line with the procedures outlined above. If repeated poor behaviour is evidenced outside of the academy the police will be informed.

For health and safety reasons, very high standards of behaviour are expected on academy residential and day trips. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site. Where poor behaviour occurs when a student is travelling to and from the academy, the academy reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents. The full consequences system will apply.

Students are encouraged to wear their academy uniform correctly when travelling to and from the academy and must not be involved in behaviour that could bring the academy into disrepute.

8.7 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

When malicious allegations occur, they are very serious and are treated as such. Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious or unfounded, the academy Trust and Local Authority Designated Officer (LADO) will be informed and will refer the matter to the student's Local Authority social services team to determine whether the student concerned needs the support of external agencies or may have been abused by someone else. If an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the student who made it; where appropriate the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a student. The disciplinary action against a student might include a detention, fixed term or permanent exclusion.

8.8 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 (see appendix 3 for a behaviour log)

The Hastings Academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Please see University of Brighton Academies Trust Policy B2 - Physical contact policy

8.9 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.10 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.11 Statements

There are occasions where the Academy relies on witness statements in order to ensure that sanctions issued are fair and appropriate to the incident of poor behaviour.

Witness statements will be requested from students with the anonymity of the witness being of the utmost importance and at all times protected. Students support managers will lead in obtaining witness statements and teaching staff should not discuss incidents with students or make any public reference to students giving statements.

Should a statement be refused to be given, the school will act upon all evidence, including CCTV, to establish civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that

Behaviour to Achieve Policy



a fact is true and use this to apply appropriate sanctions.

9. Pupil transition

To ensure a smooth transition to the next year, pupils 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Behaviour Data

Behaviour data (both for rewards and sanctions) will be used to monitor and put in place support for students and staff. It is vital that there is a no blame approach to using behaviour data. We are not blamed but are all accountable. We should all have an expectation that there will be a professional dialogue around the data. It may be the trigger for;

- Meetings with parents/carers to support understanding of emerging behaviours and learning needs;
- Attendance at SEN/ Thrive support sessions;
- Reflection and trying different approaches;
- Support for teachers who are giving out higher than average sanctions, or none at all.
- Support for groups of students, including classes, that are receiving higher than average consequences
- Reference to pupil passport, provision map, class charts, SIMS information
- Curriculum support or intervention from the curriculum and/or pastoral team to resolve issues;
- Group/Class changes – looking at student groupings;
- Coaching observations to look at behaviour issues and provide support;
- Looking at and implementing differentiation;
- Looking at and reviewing lesson planning/activities;
- Observing good practice of other staff;
- Attending BTA support sessions

12. Alternative Provision

To support the individual needs of our students they may be offered alternative provision.

Inclusion Panel

On a fortnightly basis, the Pastoral Team will meet to discuss the individual needs of students and how best to support them, including putting them on some type of alternative provision. Referrals to the Inclusion Panel will be sent to the SEN Administrator prior to each meeting.

Interventions for students, where possible, could include a referral:-

- For teen mentoring service;
- For THRIVE assessment;

Behaviour to Achieve Policy



- For time working within the THRIVE centre;
- For time working within the PRIDE centre;
- For a place within Forest School;
- For report to tutor, student support manager or Head of School
- Learning plan
- Community plan
- Interview with police liaison officer
- Acceptable behaviour contract (ABC)
- To EFT for alternative provision;
- The Workplace
- For support within College Central;
- For a 6-8 week school to school placement via the Hastings & Rother Panel;
- To CAMHS;
- To Young Carers
- To "My Time"
- To GP or school nurse service;
- To Educational Psychologist
- To SPOA
- To Early Help Keyworker service
- To ESBAS for behaviour support with an ESBAS practitioner within the Academy;
- To ESBAS for behaviour support with an ESBAS practitioner within the Academy; ESA: Extended Schools Support
- To ESBAS for attendance support;
- To Early Help Keywork service;
- To iRock;
- To Dragonflies bereavement counselling;
- Other internal or external Alternative Provision
- The PRIDE Centre (see below)

The PRIDE Centre

The PRIDE Centre is an internal behavioural support provision. Students within PRIDE will work with dedicated staff for a fixed period of time. PRIDE students are held accountable to the same standards of behaviour as all other students in the academy. The PRIDE Centre aims and aspirations are shown below:

Academic

The PRIDE Centre endeavours to -

- create an innovative and active learning environment in which students are confident in their ability and are increasingly ready to take responsibility for their own learning.
- ensure that every student is offered the opportunity to fulfill his or her academic potential.
- meet special needs, extending individual talents and developing interests
- offer student's an individual programme of learning, which aims to provide a balanced curriculum.
- prepares and supports students to reintegrate back into mainstream lessons

Pastoral

In the PRIDE Centre we aim to -

- develop an ethos of tolerance and mutual respect in which students feel valued, included and respected.
- show student's how to develop positive relationships with peers and adults in a way that prepares them for life back in the academy.
- help student's acquire a sense of responsibility and self-discipline.

- give students the opportunity to benefit from a range of opportunities for citizenship and leadership.

Personal and Social Development

The PRIDE Centre aims to –

- promote and develop physical health, outdoor and adventurous education as an essential part of the development of citizenship, healthy living and the growth of the individual, enabling student's to experience the sense of well-being and self-confidence that arises from good health and fitness.
- provide a holistic personal and social education to help students have the opportunity of leading happy and fulfilling lives.
- promote student's personal and social development by providing good role models.
- develop a moral, spiritual and aesthetic awareness that makes them receptive to the world around them, bringing with it a sense of wonder and openness to the most important ideas in our own and other cultures.
- for student's to experience and contribute to the community and develop an active concern for the quality of their environment

Extra-curricular

The PRIDE Centre aims to -

- provide a varied range of challenging and exciting activities beyond the standard curriculum.
- help student's discover and develop their own skills and interests in preparation for adult life.
- develop skills of cooperation and teamwork.
- give students the opportunity for personal achievement and fulfillment to help them achieve their own aspirations.

Parents

The PRIDE Centre endeavours to -

- help parents take a participative share in the life of the PRIDE Centre and in their young person's education.
- provide a welcoming atmosphere in which parents may discuss the progress of their students and receive help should they wish to develop their parenting skills.
- have staff working in co-operation with parents so that standards, work and behaviour are high for each young person, allowing students to benefit fully from the educational experience provided.
- provide a place where parents and staff can work closely together, setting a positive example of things deemed worthwhile within academy and community.

In addition, refer to the **PRIDE Statement of Purpose**.

13. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and [full governing board/committee name] every year. At each review, the policy will be approved by the Principal.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Preventing Bullying policy

Appendix 1: The Hastings Academy Way

THE HASTINGS ACADEMY WAY

Potential	There is no such thing as can't CAN'T	If you try and don't succeed, try again! 	Accept feedback and build on it 	Respect		
Innovation	Try to improve everything you do 	Face new situations with a positive attitude 		Respect yourself, the community & each other 		
Determination				Listen to others rather than talking over them 		
Always focus on What Went Well 	Turn setbacks into fuel to excel forward 	Always smile 				
AT THE HASTINGS ACADEMY WE...				Excellence		
Attend every day 	Arrive on time ready to learn 	Wear our uniform with pride 	Achieve your personal best 			
Come prepared for learning, with the correct equipment 	Leave excuses and poor behaviour at the door 	Do not bully 	Take pride in always producing your best quality work 			
Follow instructions from adults without question 	Allow others to learn without disruption or distraction 	Keep the environment tidy and litter free 	Do not take things that belong to others 			
Look after our academy, using resources safely and responsibly 		Democracy 	Rule of law 	Individual Liberty 	Mutual Respect 	Tolerance 
 PRIDE THROUGH SUCCESS 						

Appendix 2: Learning Plan

Learning Plan

Add date here

Name: X– currently 10 behaviour points

I agree to:-

- To follow all instructions of staff
- To make sure my phone is away during lessons
- To work to the best of my ability in lessons by producing a good amount of work

If I do not meet my targets and gain 10 more consequences during 6 school weeks – up to 20 behaviour points, the following consequences will happen:-

One day Fixed Term Exclusion (reintegration meeting to be held)

Stage 2 plan: 6 more consequences (26 behaviour points)

One day Fixed Term Exclusion (reintegration meeting to be held)

Stage 3 plan: 6 more consequences (32 behaviour points)

Two day Fixed Term Exclusion (reintegration meeting to be held)

This learning plan will run for six school weeks from X until X.

Signed (student):

Monitored by (staff)

Appendix 3: Community Plan

Community Plan

Add date here

Name:

I agree to:-

- Bespoke to student

If further anti-social or intimidating behaviour is evident a C4 will be entered and served.

If I break this plan (3 more consequences during 6 week contract for anti-social or intimidating behaviour), the following consequences will happen:-

One day Fixed Term Exclusion (reintegration meeting to be held) and Additional Needs Plan amended.

One day Fixed Term Exclusion (reintegration meeting to be held) and Additional Needs Plan amended.

Two day Fixed Term Exclusion (reintegration meeting to be held) and Additional Needs Plan amended.

This plan will run for six school weeks from X until X.

Signed (student):

Monitored by (staff):

Behaviour to Achieve Policy



Appendix 4: Behaviour Policy: Coronavirus Addendum

1. Scope

This addendum applies until further notice. Unless otherwise stated in the guidance below, our normal behaviour procedures still apply.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New Rules and Routines

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and routines and make sure they are followed consistently.

Parents should also read the rules and routines and ensure that their children follow the new procedures that have been put in place. Parents should contact their child's Head of School if they think their child might not be able to comply with some or all of the rules and routines, so we can consider alternative arrangements with them and support them to integrate back into school life.

Start and finish of school day: Entrance and exit

SLT/ TAs/SSM/ Admin to support with duty at start/finish of day

Y7: Science Lab and Library	Y8:Westhill HC area	Y9:East hill HC area	Y10:Silverhill HC area	Y11:Firehills HC area
<p>Year 7 Science rooms Access to Building - Start of the Day via students pedestrian pathway up the steps and through canteen doors at front of building. Up SH stairs NO MILLING</p> <p>Exit from Building - End of the Day – down FH's stairs via canteen doors at front of building and via pathway</p>	<p>Year 8 West Hill Access to Building - Start of the Day via Service Driveway and through WH Doors. Pupils sanitise and go straight to handwash and then teaching room- NO MILLING</p> <p>Exit from Building – End of the Day via Service Driveway and through West Hill Doors</p>	<p>Year 9 East hill Access to the building- start of day via main student pedestrian pathway up the steps, past reception, through the gated fence by PRIDE and in through the east hill fire doors. Pupils sanitise and go straight to handwash and then teaching room- NO MILLING</p> <p>Exit from building- end of day exit via East hill fire doors Year 9 East Hill Access to Building and then main pathway down the pedestrian steps</p>	<p>Y10 Silverhill Access to the building via Sports hall gated fence then continue around the back of the changing rooms and enter via Silverhill Bridge through the fire doors. Pupils sanitise and go straight to handwash and then teaching room- NO MILLING Exit- via the way they came into the school</p>	<p>Y11 Firehills Access to building- start of the day via service pathway and then round the back of building up the steps to Firehills bridge and through the fire doors. Pupils sanitise and go straight to handwash and then teaching room- NO MILLING Exit from the building- end of day via same route</p>

Behaviour to Achieve Policy



Teaching pods

Y7: Science Lab and Library	Y8:Westhill HC area	Y9:East hill HC area	Y10:Silverhill HC area	Y11:Firehills HC area
F17- square desk RAs F18- square desk RAs F19- square desk RAs F20 F1 F22- F5 (outside of HC)-nurture grp Library	W14 W13 W4 computer room W5 W8 W9a W9	E18 E17 E16 E15 E12 E14 E11 E11a	S2- art space S12 S11 S10 S7 S6 S6a	F8 full computer room F9 F10 F13 F14a F14 Honeycomb teaching is free for swap overs or recycling use of classroom

Entering the classroom

- Teacher meets and greets students on the door and directs the student to use the wall mounted sanitizer.
- Tissues are available in every classroom with lidded bin.
- Teachers desk is 2m from students desks.
- Student desks will all be placed facing forward. Two students maximum at a desk. The exception to this is using fixed seating where students must sit diagonal to each other.
- Equipment can be given to a child but not taken back. Teachers will be supplied with a box of pens in September.

The Timetable

	Lesson 1 8.50-9.50	Lesson 2 9.50-10.50	Brea k 10.50-11.10	Lesson 3 11.10-12.10	Lesson 4 Yr7/8 12.10-12.45 Yr9/10/11 12.10-1.05pm	Lunch/ Tutor Lunch Yr 7/8 12.45-1.35 Lunch Yr9 1.05-1.35pm Tutor Yr10/11 1.05-1.35pm	Lunch/ Tutor Tutor Yr7/8/9 1.35-2.05pm Lunch Yr10/11 1.35-2.05pm	Lesson 5 2.05-3pm
Year 7	Lesson 1 8.50-9.50	Lesson 2 9.50-10.50	Brea k 10.50-11.10	Lesson 3 11.10-12.10	Lesson 4 12.10-12.45	Lunch 12.45-1.35pm	Tutor 1.35-2.05pm	Lesson 5 2.05-3pm

Behaviour to Achieve Policy



Year 8	Lesson 1 8.50- 9.50	Lesson 2 9.50- 10.50	Break 10.50- 11.10	Lesson 3 11.10- 12.10	Lesson 4 12.10- 12.55	Lunch 12.55- 1.35pm	Tutor 1.35- 2.05pm	Lesson 5 2.05- 3pm
Year 9	Lesson 1 8.50- 9.50	Lesson 2 9.50- 10.50	Break 10.50- 11.10	Lesson 3 11.10- 12.10	Lesson 4 12.10- 1.05pm	Lunch 1.05- 1.35pm	Tutor 1.35- 2.05pm	Lesson 5 2.05- 3pm
Year 10	Lesson 1 8.50- 9.50	Lesson 2 9.50- 10.50	Break 10.50- 11.10	Lesson 3 11.10- 12.10	Lesson 4 12.10- 1.05pm	Tutor 1.05- 1.35pm	Lunch 1.35- 2.05pm	Lesson 5 2.05- 3pm
Year 11	Lesson 1 8.50- 9.50	Lesson 2 9.50- 10.50	Break 10.50- 11.10	Lesson 3 11.10- 12.10	Lesson 4 12.10- 1.05pm	Tutor 1.05- 1.35pm	Lunch 1.35- 2.05pm	Lesson 5 2.05- 3pm

Break and Lunch Arrangements

Morning break zones

All students will be expected to leave their hill/classroom areas and be outside unless raining badly. This is to minimize contagion and keep pupils where it is safest; outside.

All children will be encouraged to be outside as much as possible in accordance with government guidance

BREAK 10.50- 11.10 Yr7/8/9 /10/11	Year 7	Year 8	Year 9	Year 10	Year 11
Food	No Food Service	No Food Service	No Food Service	No Food Service	No Food Service
Indoor area	Outdoor areas only	Outdoor areas only	Outdoor areas only	Outdoor areas only	Outdoor areas only
Outdoor area	Triangle to bottom of steps	WH outside area	Left Hard play 1 and EH outside area	Left Hard play 2	Right Hard play 1 & 2
Wet Weather	Hall	WH	EH	SH	FH
Staff & Duties	Staff stagger and escort student exit from lesson 2 for toilets and exit via FH stair case and left canteen doors. Students return	Staff stagger and escort student exit from lesson 2 for toilets and exit via WH external doors. Students return to lesson 3 with	Staff stagger and escort student exit from lesson 2 for toilets and exit via EH external doors. Students return to lesson 3 with	Staff stagger and escort student exit from lesson 2 for toilets and exit via SH external doors. Students return to lesson 3 with	Staff stagger and escort student exit from lesson 2 for toilets and exit via FH external doors. Students

Behaviour to Achieve Policy



	to lesson 3 with teachers via doors & up SH Staircase. Duty staff x3 will take over from Lesson 2 teachers Triangle Wet Weather Canteen/Atrium	teachers via WH External doors. Duty staff x3 will take over from Lesson 2 teachers LHP 3/RHP 1 Wet weather WH	teachers via EH External doors. Duty staff x3 will take over from Lesson 2 teachers LHP 1 Wet weather EH	teachers via SH External doors. When visiting specialist facilities staff return students to SH Duty staff x3 will take over from Lesson 2 teachers LHP 3 Wet Weather SH	return to lesson 3 with teachers via FH External doors. When visiting specialist facilities staff return students to FH Duty staff x3 will take over from Lesson 2 teachers RHP 2 Wet Weather FH
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Lunch/Tutor 1st Sitting

Lunch Yr 7/8 - 12.45-1.35
Lunch Yr9 - 1.05-1.35pm
Tutor Yr10/11- 1.05-1.35

Lunch/Tutor 2nd Sitting

Tutor Yr7/8/9 - 1.35-2.05pm
Lunch Yr10/11 - 1.35-2.05pm

LUNCH	Year 7 - 1 st 12.45-1.35pm	Year 8 - 1 st 12.45-1.35pm	Year 9 – 1 st 1.05-1.35pm	Year 10 – 2 nd 1.35-2.05pm	Year 11 – 2 nd 1.35-2.05pm
Seating	Limited seating and tables in the canteen to encourage ALL students to eat outside.				
Food	Canteen collection only	Canteen collection only	Canteen collection only	Atrium collection only	Canteen collection only
Indoor area (Wet break)	Hall	WH only	EH only	SH only	FH only
Outdoor area	Triangle only including grass area and steps Follow one-way system	WH outside area only Follow one-way system	Left Hard play 1 Follow one-way system	Left Hard Play 2 Follow one-way system	Right Hard play 1 & 2 Follow one-way system

Behaviour to Achieve Policy



Staff & Duties	<p>Staff escort students from 4th lesson to canteen Lesson 4 staff stay until 1.05 when duty staff arrive.</p> <p>Duty staff x3 Atrium - Atrium - Triangle – Wet Weather Atrium x1 Hall x2</p>	<p>Staff escort students from 4th lesson to Canteen. Lesson 4 staff stay until 1.05 when duty staff arrive.</p> <p>Duty staff x3 Canteen - Canteen - RHP 1&2 Wet Weather Canteen x1 WH x2</p>	<p>Staff escort students from 4th lesson to Canteen & Atrium.</p> <p>Duty staff x4 Atrium - Canteen – SH Corridor x1 LHP 1&2 – Wet Weather Atrium/Canteen x1 EH x2</p>	<p>Staff escort students from lesson 4 to tutor</p> <p>Staff escort students from Tutor to canteen</p> <p>Duty staff x4 Atrium x1 SH Corridor x1 SH x1 LHP 1&2 x1 Wet Weather Atrium x1 SH Corridor x1 SH x2</p>	<p>Staff escort students from Lesson 4 to Tutor</p> <p>Staff escort students from Tutor to canteen</p> <p>Duty staff x4 Canteen x1 FH Corridor x1 FH x1 RHP 1&2 x1 Wet Weather Canteen x1 FH Corridor x1 FH x2</p>
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Toilets and Sanitisation

Y7: Science Lab and Library	Y8:Westhill HC area	Y9:East hill HC area	Y10:Silverhill HC area	Y11:Firehills HC area
<p>Y7 use X3 allocated toilets from FH and x3 allocated toilets from SH. Sanitise and hand wash on arrival to school in the morning. Pupils can only use toilets in their allocated areas. They must use the toilet before going to allocated break zone. Sanitisation on exit and then handwash on return from outside</p>	<p>Y8 can only use toilets in their pod area. Sanitise and hand wash on arrival to school in the morning. Pupils can only use toilets in their pod areas. They must use the toilet before going to allocated break zone. Sanitisation on exit and then handwash on return from outside</p>	<p>Pupils can only use toilets in their EH pod area. They must use the toilet before going to allocated break zone. Sanitise and hand wash on arrival to school in the morning. Sanitisation on exit and then handwash on return from outside</p>	<p>Pupils can only use toilets in their SH pod area. They must use the toilet before going to allocated break zone. Sanitise and hand wash on arrival to school in the morning. Sanitisation on exit and then handwash on return from outside</p>	<p>Pupils can only use toilets in their FH pod area. They must use the toilet before going to allocated break zone. Sanitise and hand wash on arrival to school in the morning. Sanitisation on exit and then handwash on return from outside</p>

Behaviour to Achieve Policy



Movement and One way system

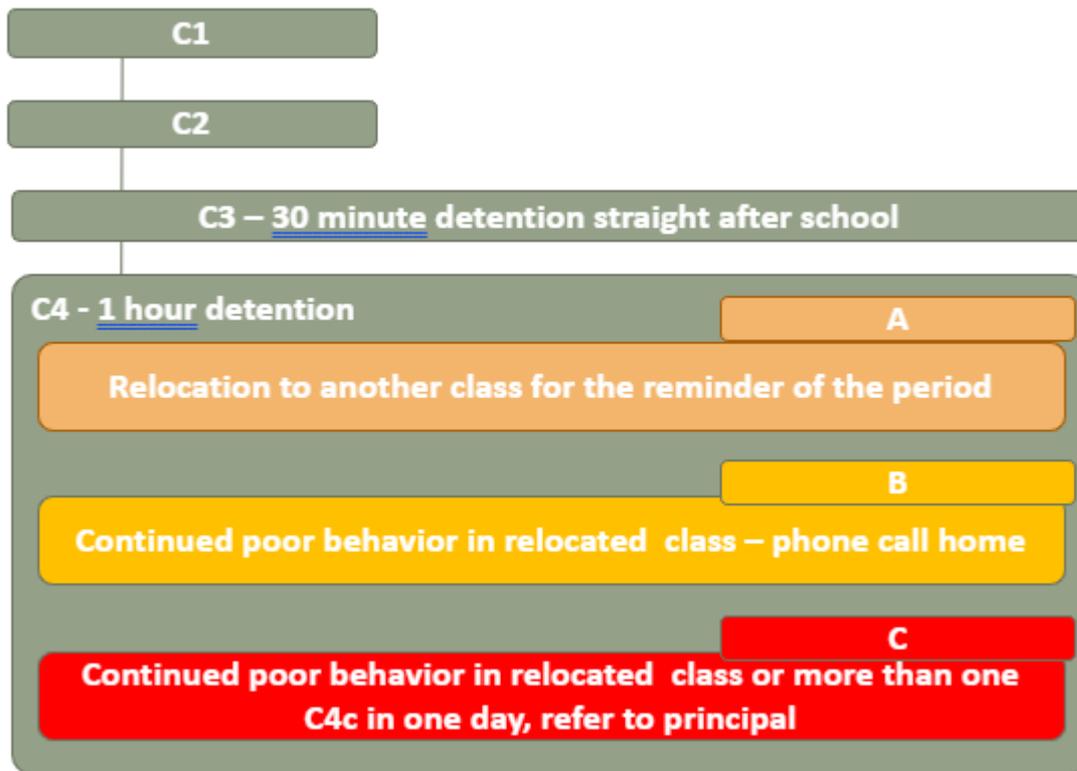
Year 7 and 8	Year 9, 10 and 11
<p>Movement around the building Period 2 teacher will pack up 5 minutes early and sanitise hands, attend toilet if needed. Off to designated break zone. Refer to plan</p> <p>PE/ Dance: Exit via atrium fire doors and walk across the back to sports block. Movement for breaks</p> <p>Movement in canteen: Canteen has a one way system: entrance via fire doors under firehills staircase and exit from canteen via the fire doors beneath the Silverhills staircase.</p>	<p>Movement for breaks: Period 2 teacher will pack up 5 minutes early and sanitise hands, attend toilet if needed. Off to designated break zone. Refer to plan</p> <p>Movement for Options: PE/ Dance: Exit SH/FH via fire doors and walk across the back to sports block.</p> <p>Photography/Art: they can use the corridor along to art/phty room.</p> <p>Drama- Exit via silverhil/FHI fire doors and enter via the canteen to drama.</p> <p>DT/Food tech: Exit via Silverhills/FH fire doors and enter via the canteen heading to westhill corridor.</p> <p>Movement for breaks: Tutor teacher will pack up 5 minutes early and sanitise hands, attend toilet if needed, and escorted to the Sports Hall. Staff will wait until duty staff arrive to go for break</p> <p>Movement for Options: PE/Dance: exit FH/SH doors and walk across back of school to sports block. Photography/ Art- FH/SH to leave via firehill fire doors go round the back and enter via canteen doors and up ilverhill/firehill staircase. Drama- FH to leave via firehill fire doors go round the back and enter via canteen doors. Food tech/ DT- FH/SH to leave via firehill fire doors go round the back and enter via canteen doors and up westhill Trip Sc-</p>

2.2 Rewards and sanctions

To help encourage pupils to follow the above rules, we will rewards students for showing resilience. (Level 1 –Self) see **8.2 Rewards**

However, if pupils purposely fails to follow these rules, we will:

C19 Behaviour Progression



3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact their child's class teacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Remote Learning Rules

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

Pupils using the National Tutoring Programme to access tutoring are also expected to follow proper online conduct as described above during tutoring sessions.

Designated SLT member to be responsible for oversight of Remote learning: Claire Bowers and CBA for SEN/K

- In the event of school closure; prepared remote learning will actioned. CBO/CMA
- Work set on Class Charts for students to complete MLLS
- Recorded lessons for pupils to watch and complete. MLLS
- Teams lesson will take place for pupils to log on to. MLLS
- For households with no internet, there will be a pack ready to take home on the day of closure. CBO/CMA
- It is expected that all work will be completed by students and teachers apply the behaviour policy* if work is not completed. MLLS

Behaviour to Achieve Policy



- The work set will mirror classroom learning. MLLS/TEACHERS
- Drop off/ pick up for work packs. CBO/CMA/MLLS

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will get in touch with parents and see if there's any issues you can help them address.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated.

5. Links with other policies

This policy links to the following policies and procedures:

Child protection policy

Behaviour policy

Health and safety policy