Behaviour & Anti-Bullying Policy

Hall Cross Academy

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1	September 2018	New policy created.
2	June 2021	Insertion of new rules regarding detentions, uniform and sanctions.
3	November 2021	Updated to reflect that students will have their phones confiscated if they arrive late to school.
4	November 2022	Updated to reflect new guidance surrounding suspensions and exclusions, as per the Department for Education Removed the Uniform Policy as this will now be a standalone policy as per guidance from the Department for Education.
5	September 2024	Changed to the new policy template. Included reference to the Trust Suspensions and Exclusions Policy. Included reference to 'step outs' and 'direction off site'.
6	May 2025	Updated guidance on prohibited items.
7	March 2026	Added a section on 'Seclusion' on page 12. Amended wording around 'reasonable force' to 'restrictive intervention' to reflect new guidance from the Department for Education. Added in Appendices 1 and 2.
8	September 2026	Transferred onto new template.

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Introduction

At Hall Cross Academy our goal is to offer students the greatest life opportunities by delivering exceptional learning experiences and extra-curricular opportunities. Every student has the right to learn and no student has the right to prevent others from learning. Effective teaching and learning can only take place in a positive environment where all parties know what is expected of them. The promotion of positive behaviour requires a dignified and mutually respectful environment with the commitment of all stakeholders: staff; students; parents and carers.

The school also acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students who are classified as Special Educational Needs and Disabilities (SEND).

Hall Cross Teachers deserve:

- To teach in a positive learning environment.
- To have clarity on rules and regulations.
- To feel supported by all stakeholders.

Hall Cross Students deserve:

- The right to learn free from distraction or disruption.
- The right to feel safe.
- The right to be rewarded.
- To know what is expected of them.

Hall Cross Parents/Carers deserve:

- To be kept informed.
- To have access to a welcoming environment.
- To be supported by the school.

This policy applies to students at all times on school premises, during all school organised activities and trips and whilst travelling to and from school or when in school uniform.

Governing Body's Statement of Behaviour Principles

The governing body's behaviour principles are aligned with the academy's commitment to creating a safe, inclusive and productive learning environment where students enjoy achieving highly. The governing body supports the academy's CARE ethos and believes the Hall Cross Learner provides the appropriate vision of how students should conduct themselves at Hall Cross. The governing body is therefore supportive of the above policy and supports teachers, members of the pastoral team and the senior leadership team, in their application of it. The governing body advocates the appropriate screening and searching of pupils, supports the appropriate use of reasonable force and other physical contact and the power to discipline beyond the school gate. The governing body will also support the academy in its partnership working with other agencies whilst assessing the needs of pupils who display continuous disruptive behaviour.

Policy Aims

1. To promote self-discipline, respect for others, and self-esteem through our CARE ethos (Community, Achievement, Respect and Equality) and vision of Hall Cross Learner Excellence.

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

Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for Principals and school staff, 2016
- Behaviour in schools: advice for Principals and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspensions and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DFE, 2026)
- Use of Restrictive Intervention In Schools
- Supporting pupils with medical conditions at school
    - Working together to safeguard children (2026)

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

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- 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 like 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/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Emotional, physical, racial, sexual, verbal (direct or indirect), cyberbullying and misogyny.
- Possession of any prohibited items. Please refer to the DfE guidance: Searching, screening and confiscation: Advice for schools (2022) accessed via: https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

According to the DfE, prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
    - To commit an offence, or
    - To cause personal injury to, or damage to property of; any person (including the pupil).
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images

In our Academy the following items are banned:

- Electronic cigarettes including vapes
- Chewing gum
- Flammable items such as spray deodorant/hair products
- Energy drinks and high sugar confectionary

Anti-Bullying Strategy

At our Academy, every individual deserves respect. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy. This strategy is part of a proactive programme that forms part of the Academy's commitment to promoting a safe and emotionally healthy learning environment. We will attempt to reduce and eradicate, wherever possible, instances where pupils are

subjected to bullying in any form. If bullying does occur, all pupils should feel able to inform staff and know that incidents will be dealt with promptly and effectively.

This means that *anyone* who knows that bullying is happening is expected to pass it on to a member of staff.

All bullying is unacceptable and will not be tolerated.

Bullying is defined as the repetitive, intentional harming of 1 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
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 rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Objectives of this Strategy

- All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.
- All governors, teaching and non-teaching staff should know the Academy bullying policy and follow it when bullying is reported.
- All pupils and parents should know the Academy bullying policy, and what they should do if bullying arises.
- As an Academy we take bullying seriously. Pupils and parents can be assured that they will be supported when bullying is reported.

Purpose:

- To work to ensure that students are free from intimidation.
- To treat victims of bullying in a supportive manner.
- To help the bully modify his/her behaviour.
- To recognise the harmful effect on pupil performance which can be occasioned by bullying.
- To work in partnership, when appropriate, with other agencies within the wider community to support both the victim and the bully.
- To create a positive climate which encourages all, those bullied and those who have knowledge of bullying, to report the incident.

Guidelines to Combat Bullying

- Encourage the early reporting of incidents of bullying.
- Treat all instances seriously and deal with them as quickly as possible.
- If staff feel it necessary, help should be sought from the appropriate pastoral team.
- Investigate as many aspects of the incident as possible. A short-written report will be made and given to Pastoral Manager/Phase Leader.
- In serious cases the parents of both the victim and the perpetrator will be contacted and involved. (Decision to be made by Pastoral/Phase Leader). An attempt will be made to help the bully (bullies) change their behaviour and support the victim.
- Sanctions against perpetrators will be taken.
- Year Managers will keep a database on which all incidents are collated and periodically reviewed. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Anti-bullying counselling and strategies form part of the remit of the Pastoral Support Group.

Roles and responsibilities

The Governing Board

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

The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour and anti-bullying 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 pupils
- 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 pupils 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 pupils 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)

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

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, whilst 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.

Pupils

Pupils 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 standard, and the consequences they will face if they don't meet the standard

- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils 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 pupils who are mid-phase arrivals.

Student Expectations

At Hall Cross Academy we have high expectations of our students and always promote positive behaviours rather than focussing on negative ones. We expect all students to display the values of Hall Cross Learner Excellence and CARE. These values link directly to the ATL grades that are used periodically to assess students. A Hall Cross Learner has the following qualities:



A Hall Cross Learner has the following qualities:



Literate

Students speak and write using formal Standard English. They choose words and sentences carefully so they can express themselves clearly, powerfully and creatively. Students use their green pen to mark spelling, punctuation and grammar consistently. Students read widely and regularly.

Creative

Students think creatively. When they get stuck, they try different ways to find a solution. Students are resilient and understand that mistakes are an important part of learning.

Team Player

Students are confident about working in groups. They join in well, take on different roles and take them seriously. Students listen well to others and take and build on their ideas. They include others and help them to succeed.

Respectful

Students recognise that the classroom is a learning environment. They respect other students' work and their right to learn, ensuring that their efforts in the classroom enable all students to make progress and learn.

Independent

Students are determined and independent. They know their strengths and what they need to do to improve. Students know their current levels and how to reach their targets. Students are motivated and organise their time so they can learn and make progress every day. Students are aware of the skills they have developed and they use them to complete tasks

Motivated

Students enjoy learning and look forward to lessons. They know that every minute counts and they arrive on time, well equipped and ready to start learning. Students work closely with teachers and students and get on well with them. Students display a thirst for learning and participate actively in class.

Proud
Students are proud of what they achieve. They take care with their work and ensure it is the best it can be, having a 'Proud Book'. Students learn a lot every day and make lots of progress. They value other students' work and they are happy for others when they succeed.

Rewarding Excellence

Hall Cross Academy firmly believes that an ethos of encouragement and the celebration of excellence is central to the promotion of desirable behaviour and rewards are an integral means of achieving this. Rewards have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued by the Academy and the wider community. At the core of any rewards system is the emphasis that we put on praising students both formally and informally for any aspects of good work or behaviour.

The Hall Cross Academy rewards policy allows students to be rewarded for displaying the values of the Hall Cross Learner and CARE values. Students can also earn recognition by taking part in extra-curricular activities. Students earn points towards Gold, Silver and Bronze badges and they can also exchange their points for prizes. Students also have the opportunity to achieve additional rewards following tracking points, based on their Attitude to Learning grades. Additionally, departments recommend students for effort and achievement every term and at the end of the academic year a celebration evening is held to share the successes of our students.

Weekly and termly attendance rewards are also widely used across the school weekly and termly. These are co-ordinated by Attendance and Pastoral Officers.

Responding to behaviour

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 pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils 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

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil'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.

Responding to good behaviour

When a pupil'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
- Achievement points
- Communicating praise to parents via a phone call or written correspondence
- Certificates, postcards or prizes
- Positions of responsibility, such as prefect status or Head Boy/Girl

Restrictive Interventions

Restrictive Interventions covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use restrictive interventions in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Parents must be advised in writing as soon as is practicable.

The Academy does not operate a "no contact" policy. In line with Department for Education (DfE) guidelines, staff are fully supported and empowered to use professional judgment, appropriate physical contact, and reasonable force when necessary to protect pupils, prevent injury, or maintain a safe learning environment.

Records of physical intervention or restrictive practice must be recorded against the pupil's records on CPOMS using the Log (Appendix 1); the Academy aims to complete these logs within 24 hours. In addition to this, the academy keeps a record of all physical interventions enabling them, the trust and the Local Governing Body to discharge their oversight responsibilities and identify disproportionate use on pupils with SEND.

Pupils must not be restrained in a way that affects their airway, breathing, or circulation, such as applying pressure to the neck or abdomen.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - this should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion will not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed within the definitions section) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

If staff have concerns about a child using, carrying, or expressing intent to use a weapon this must be reported to the Designated Safeguarding Lead or the Academy Principal immediately.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves. Searches will always be carried out in the presence of another member of staff.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, 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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, an appropriate sanction may be put in place.

An authorised member of staff may only search a pupil's outer clothing, pockets and possessions.

Outer clothing includes:

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including their school bags.

A pupil's possessions can be searched for any item. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

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

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents 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

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school

Sanctions may also be applied where a pupil 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 pupil
- Could adversely affect the reputation of the school

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. This includes the carrying or suspected carrying of prohibited items.

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, the Principal or a member of the Senior Leadership 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

Zero-tolerance 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.

Pupils 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 for more information.

Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil 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 pupil who made the allegation needs 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.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils 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 causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil 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 consider the specific circumstances and requirements of the pupil concerned.

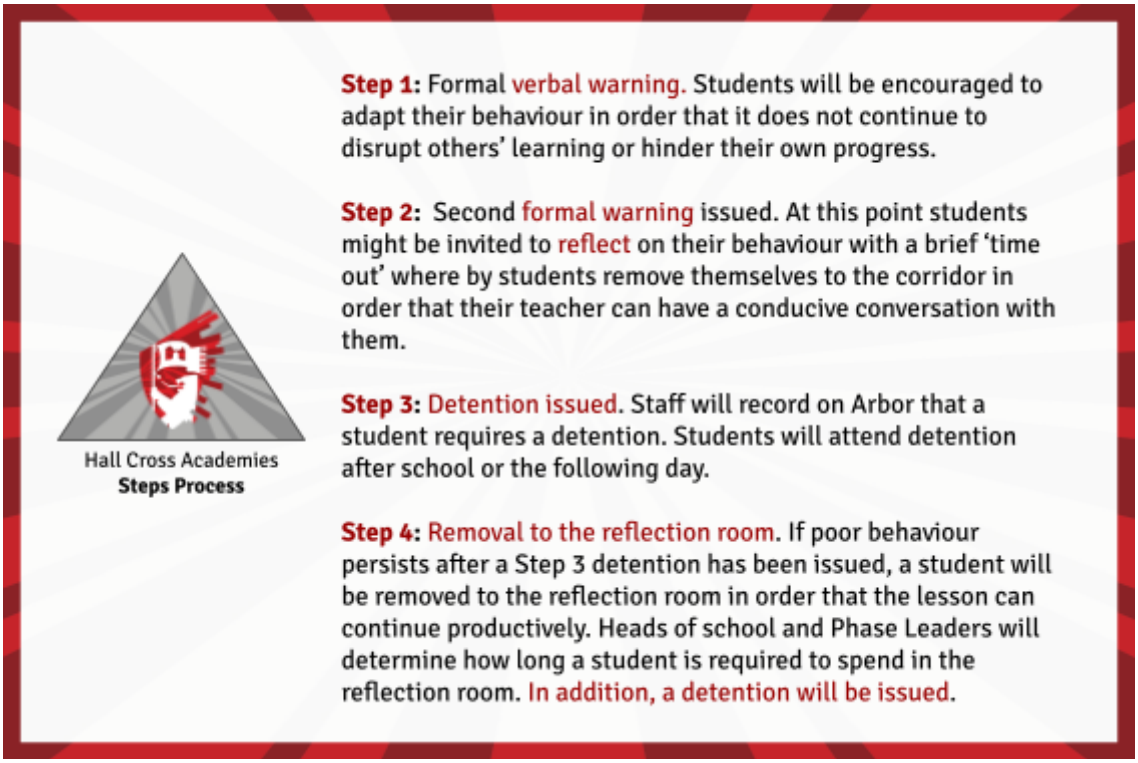
Sanctions

Students will be deemed in breach of the Behaviour Policy when displaying behaviours that:

- disrupt the learning of others;
- damage the reputation of the school;
- endanger the health and safety of the school community.

All instances of unacceptable behaviour should be logged on our MIS in order to monitor student conduct. In most circumstances it is anticipated and desirable that the classroom teacher will resolve the situation using the steps system.

The Sanctions Pyramid is designed to support staff in applying sanctions consistently within their classroom and to facilitate high standards of behaviour amongst our students. Staff should take a positive approach to the sanctions process, supporting students in adopting positive behaviours within the classroom in order to maximise their learning. Sanctions should be applied consistently and fairly and be aimed at modifying an individual's inappropriate behaviour, rather than a whole group punishment. Where sanctions become necessary, it is the responsibility of the classroom teacher to respond appropriately to that incident. However, there is additional support which can be sought from the whole school community. Occasionally there may be an incident that will require the classroom teacher to bypass the steps procedure and seek immediate assistance.



Same day detentions

Students will be issued with a same-day after-school detention. Pastoral and/or support colleagues will make parental contact via text message or phone call when a same-day detention has been issued and will take appropriate steps to safeguard students if they are to remain behind at the end of the day. The detention will last for 30 minutes or 1 hour depending on why the detention has been issued (the 1 hour upscaled detention will be held with the SLT team). Typically, after-school detentions will be used where: a student disrupts a lesson; a student behaves inappropriately around school; does not turn up for a lunchtime detention; a student is placed in the removal room; a student is late to school or a lesson. The aforementioned examples are a non-exhaustive outline of why same day after school detentions might be used. It is the academy's expectation that parents support the academy in the issuing of same day detentions. In the first instance, if there is a clear safeguarding issue (for example if the student has to pick up a younger sibling) the academy will broker the re-booking of a detention for the following day. However, further instances (beyond a student's first detention) would result in the academy requiring a student to attend the same day and failure to do so would result in a Reflection Room the following day.

Lunchtime detention

Lunchtime detentions might also be issued by the academy. These will last for 30 minutes. As far as possible, parents will be informed of this via text message or email. Students will be afforded an opportunity to purchase a lunch or eat a packed lunch during lunchtime detention.

Reflection room

The Reflection Room is a staffed space where students will be sent from lessons if they are unwilling to participate positively within a lesson beyond having had a Step 3 detention issued. Students will be required to complete work whilst in the Reflection Room and if placed there during morning lessons they will be required to remain in the room during lunch. Students will be provided with the opportunity to purchase a meal or eat a packed lunch if they are in the reflection room

Issues: outside of the classroom; online; on the way to or from school

Teaching and/or support staff at the academy can issue sanctions for unacceptable behaviour for issues which occur outside the classroom, online or on the way to or from school.

Punctuality and/or Truancy Issues

If a student is late to school or a lesson without good reason and/or truants, students will have their mobile phones confiscated and a detention or higher sanction may be imposed in addition to the confiscation, depending on the seriousness of the incident or frequency of this as a behaviour issue. If a student refuses to hand in a mobile phone, the school might impose a higher sanction for defiance.

Classroom teachers can:

- Impose a detention.
- Contact parents.
- Confiscate a mobile device.
- Place a student on report.
- Refer a student to Head of Department/Year Manager.

Heads of Department/Phase Leaders/Year Managers can:

- Impose a detention.
- Impose a whole school detention.
- Confiscate a mobile device.
- Place a student on report.

- Contact parents.
- Place in the REFLECTION Room - This area is also used for Internal Exclusion and can be based at both the lower and upper school site. Where an Exclusion is issued (either internal or external) a reintegration meeting will be held on return.
- Refer to a senior member of staff for suspension.

<u>If necessary, the Principal can:</u>

- Suspend a student for a fixed term.
- Require the student to take part in a Restorative Isolation.
- Place the student in a Senior Leadership isolation.
- Issue an adapted timetable, switch where a student is located in terms of site, or require a student to spend time in one of the Junction facilities on the lower school site.

Only the Principal can recommend the permanent exclusion of a student from the school to the Governors of the school.

Persistent and prolonged refusal to accept the disciplinary procedures of the school, drug related offences and acts of violence, normally attract a referral to the academy's Alternative Provision programme, Learning Centre or a permanent exclusion.

<u>The Report System</u>

Throughout all stages of the disciplinary process, teaching staff may use a system of misconduct reporting. The Report System operates as follows:

- Daily Points system – based on personal targets and realistic goals linked to the reasons why they are on report.
- Checked daily by Phase Leader/Year Managers/Student Support Officer/Attendance Officer/Key workers/parents; and forms part of a weekly book. It is designed to offer a full picture of the student's performance across the week and to encourage and support sustained improvement to their attitude to learning.
- Students will normally spend five days on report. At the end of that period the staff member monitoring the student will decide about whether he or she should be moved to the next stage.
- The Sixth Form operates a separate system which adheres to the same whole school requirements of disciplined behaviour, attendance, punctuality, appearance and attitude to work.
- Students take their reports home for signing by parents at the end of each day. These are to be returned the next day to the relevant member of staff.

<u>Higher Level Sanctions</u>

In order to maximise all students' access to education, the academy will seek, where appropriate, to avoid suspending students in order that they are able to progress in their learning or make a positive contribution to the academy community. There are therefore other forms of sanction detailed below which seek to avoid suspension but which are considered by the academy and its governors as on the same level in terms of seriousness as internal or fixed term suspensions.

<u>Restorative Isolation</u>

A Restorative Isolation might be issued if a student causes damage to academy property or if they will benefit from giving something back to the academy community. For example, a student who vandalises academy property might spend a day supervised by the academy site manager, supporting him in carrying out some repairs to academy property or picking up litter. The academy will risk assess any

activity the student is required to participate in. This sanction should be considered as serious as an Internal suspension or reflection room.

Senior Leadership/Vice Principal Isolation

A senior leadership isolation will involve a student spending time in a senior leadership removal room where they will be provided with work to do. The more serious an issue, the more senior the colleague. The most senior colleague who issues this form of sanction is the Vice Principal. A Vice Principal isolation should be considered as serious as a fixed term suspension.

'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Principals in using exclusion as a sanction where it is warranted.' (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017)

Step outs and Direction off Site

To support your child in managing their behaviour, we may arrange for them to receive education at an alternative location for a limited time. Hall Cross Academy partners with nearby schools in Doncaster to ensure that students who struggle to meet the expectations of this policy can still access education through our 'STEP OUT' program. This program allows students to be educated at another school for up to 5 days. For more extended periods, students may be placed on a 'Direction Off-Site'.

The Junction

The Junction is not a sanction; it is a dedicated inclusion and support unit. It is designed to provide a positive and nurturing environment for students who are facing barriers to learning, including those related to behaviour. The Junction's primary goal is to support these students in accessing the curriculum, developing effective coping strategies, and ultimately thriving within the wider academy community. This provision focuses on individual needs and proactive support to help every student succeed, with the ultimate aim of successful reintegration back into mainstream lessons, although the school recognises that this may not always be possible.

Suspensions

All decisions to suspend are serious and only taken as a last resort or where the breach of the school rules is serious. The decision on the length of the suspension will be based on the seriousness of the issue and the number and length of suspensions previously issued to the student. Parents/Carers will be contacted to explain the length and reasons for the suspension.

Suspensions can be internal in the Reflection Room or 'Fixed Term' i.e. suspended from school for a period of time. It is desirable that after a period of suspension, internal or external, a reintegration meeting is held. This will involve parents coming into school with their child to resolve the suspension and clarify Academy expectations relating to behaviour.

See the 'ELP – Suspensions and Exclusions Policy' for further information regarding suspensions.

Permanent Exclusions

In extreme circumstances, a student may be permanently excluded, pending a Governors' Exclusion Committee meeting. Governors are presented with a report on the student and are asked to decide as to whether the student should remain permanently excluded.

Government guidance outlines:

'A decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of others in school.'

The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a student for a first or 'one-off' offence. The Chair of Governors would be informed of this decision. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff;
- Incitement to hatred or a serious and malicious act targeting an individual or group in regard to the following protected characteristics: disability; gender reassignment; pregnancy; race; religion or belief; sex;
- Sexual abuse or assault;
- Possession of an illegal drug;
- Possession of an illegal drug with intent to supply;
- Carrying an offensive weapon;
- Making a malicious serious false allegation against a member of staff;
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the School community.

See the 'ELP – Suspensions and Exclusions Policy' for further information regarding permanent exclusions.

Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, step outs, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- 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 time of day/week/term
- 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 pupils are identified by this analysis, the school will

review its policies to tackle it.

Post 16

Hall Cross Sixth Form is an inclusive learning community committed to making outstanding provision for all learners. Much of the Behaviour Policy above applies in exactly the same way at Key Stage 5. There are also areas of divergence where expectations and/or procedures are different.

Areas of Divergence – where policy areas differ.

Rewards
The Rewards policy in Sixth Form is based on learner profile data, tracking and attendance data. Following tracking rounds, the Sixth Form team reviews learner profile data students are awarded through a combination of vouchers, certificates and commendations. The Sixth Form pastoral team may also award students who display exemplary attitudes to learning or community spirit at their discretion.

Sanctions
The Steps process does not apply to Sixth Formers because the academy's expectations of each sixth form student's behaviour for learning is much higher than that at Key Stage 3 or 4. If a Sixth Form student disrupts the learning of others, they will be asked to leave the lesson immediately and report to their Year Manager. The student will usually be asked to apologise to the teacher and improve their conduct. If a student were to be asked to leave a lesson more than once, parents will be invited into a meeting at which the Head of Sixth will issue a formal warning. If a student were to be removed from a lesson beyond that point, the Head of Sixth will consider that as an extreme circumstance, in so far as it is highly unusual for a Sixth Former to be required to leave a lesson at all. The Head of Sixth will then make any necessary changes to the student's programme of study, which could include removal from a particular course, or if there were further instances without reasonable explanation, permanent exclusion.

Permanent exclusion
The whole school exclusion policy applies to Sixth Formers. Sixth Form students can be removed from roll if their conduct repeatedly falls below the academy's expectations. The Sixth Form does not work with the Junction provision or any other alternative provision. In circumstances where a student is removed from roll, the Sixth Form team will seek to secure (depending on the age of the student) appropriate education, employment or training.

Monitoring this policy

This behaviour policy will be reviewed by the Principal and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Appendix 1: Record of incident requiring restrictive intervention

NAME OF ACADEMY

RECORD OF INCIDENT REQUIRING RESTRICTIVE INTERVENTION

Name of Pupil:	**DOB:**	**SEND Code:**	**Date:**
Time of incident: Start:	**Finish:**		**Duration of restrictive intervention:**
Person recording incident:	**Incident Book No and Page:**		
Location of incident:			

De-escalation techniques used (number in order used):							
Verbal advice:		Verbal Support:		Distraction:		Transfer to new adult:	
Time our directed:		Alternative offered:		Step away:		Limited choices:	
Calm Taking:		Space given:		Direction given:		Success reminder:	
Humour:		Reassurance:		Planned ignoring:		Consequence reminder:	
Help Script:		Supportive touch:		Simple listening:		Removing audience:	
Apologising:		Agreeing:		Acknowledgement:		Other:	
Response to de-escalation: Positive:↑ Negative: ↑							

Reason for intervention (Actual – A / Threat – T):				
Injury to self:	A/T	Criminal Offence:	A/T	Other:
Injury to staff / pupil:	A/T	Serious disruption	A/T	_____

Medical intervention:	
Breathing monitored during incident: Y/N	Circulation monitored during incident Y/N
Injuries to staff/pupil Y/N	Air1 No: _____
If yes, what? _____	If yes, what? _____

Restrictive intervention used in intervention (number in order used):

Help Hug:		Cradle:		Friendly hold:		T Wrap:	
Single elbow:		Double elbow:		Face:		Figure of four:	
Guided escort:		Other:		Seclusion: Include duration			
Position: Standing: ↑ Sitting: ↑ Ground: ↑ Escorting: ↑							
Did position change: Y/N If so, to what position?							

Staff Members Involved:				
Name:	Designation:	Active	Passive	Signature:
Details of incident:				
● What happened prior to the incident/triggers				
● What happened during the incident (try to include all details):				
● What happened after restrictive intervention:				

Action taken after the incident:	
Staff: Outline of debrief:	Staff debriefed: Y / N

Pupil: Outline of debrief: Hear Explain Link Plan	Pupil debriefed: Y / N
Time:	Date:
Pupil's signature:	Staff Signature:

Action Taken / Outcomes:		
PLP Updated: ↑	Risk Assessment Updated: ↑	PHP Updated: ↑

Notifications	Phone:	Report Book:	Letter:		Phone:	Report Book:	Letter:
Parent/Carer:				Police:			
Social Worker:				Child Protection:			
CPOMS record date: (including upload of this form)			Date:	Date incident added to behaviour data on Arbor / Academy MIS			Date:

Appendix 2: Template letter following a restrictive intervention

Important note: parents should be informed of restrictive intervention, where possible, verbally before being given this written record.

To: [Parent/Carer Name]

Date: [Date of Incident] **Sent via:** [Email/Hand-delivered letter]

Subject: Important: Notification of Restrictive Intervention regarding [Child's Name]

Dear [Parent/Carer Name],

I am writing to formally notify you that a restrictive intervention (use of reasonable force or seclusion) was necessary today involving [Child's Name] at [Time].

As per our Behaviour and Relationships Policy and the DfE statutory guidance, we provide written notification whenever such an intervention is required to maintain safety.

Summary of the Incident

- Reason for Intervention: [e.g., To prevent immediate physical harm to themselves / to others / to prevent serious damage to property].
- Type of Intervention Used: [e.g., Physical restraint / Seclusion / other].
- Duration: The intervention lasted approximately [Number] minutes and ceased as soon as the risk of harm was reduced.

Post-Incident Actions

- Injuries: [No injuries were sustained by your child or staff / Provide brief details of any minor injuries or medical First Aid provided].
- Support Provided: Following the incident, [Child's Name] was given time to de-escalate in a quiet space and was supported by [Staff Name/Role].
- Debrief: We will conduct a "follow-up conversation" with [Child's Name] on [Date/Time] to understand their perspective and support their return to the classroom environment.

(If required) We would like to invite you to a brief meeting or phone call to discuss this incident and review [Child's Name]'s Positive Handling Plan to ensure we are using the most effective strategies to support them.

Meeting Date/Time: [Date/Time] or [Contact number]

We understand that receiving this news can be upsetting. Our primary focus remains the safety and wellbeing of [Child's Name] and the wider school community.

Yours sincerely,

Principal