



The Hundred of Hoo Academy

Behaviour and Attitudes Policy

Document title:	Behaviour and Attitudes Policy
Version number:	6.0 - Amended November 2024
Policy Status:	Approved
Date of Issue:	September 2024
Date to be revised:	August 2025

Sections

1. Aims and Objective

2. Legislation and statutory requirements

3. Roles and Responsibilities

- 3.1 Governing body
- 3.2 Senior Leadership Team (SLT)
- 3.3 Staff
- 3.4 Pupil Code of Conduct
- 3.5 Parents and Carers
- 3.6 Equality

4. Secondary Rewards

5. Behaviour in and out of Lessons

- 5.1 Behaviour in the classroom
- 5.2 Behaviour outside the classroom
- 5.3 Outside the Academy Gates - Behaviour in the school community

6. Consequence System

- 6.1 Consequence System Overview (Secondary - Years 7-13)
- 6.2 Chromebook Use Consequences

- 6.3 Academic Honesty Consequences
- 6.4 Serious Incidents
- 6.5 Peer on Peer Abuse
- 6.6 Banned Items
- 6.7 Searching and Screen Procedures for Contraband

7. Behaviour Interventions

- 7.1 Detentions
- 7.2 The Compass Room
- 7.3 The Isolation Unit (IU)
- 7.4 Extended 'Late' School
- 7.5 Alternative provisions
- 7.6 Discretion Statement

8. Fixed Term and Permanent Exclusions

- 8.1 Fixed-Term Exclusion
- 8.2 Governors Disciplinary Panel
- 8.3 Permanent exclusion

9. Early Interventions

- 9.1 Reintegration meetings
- 9.2 Counsellors
- 9.3 Reflection Groups
- 9.4 Inclusions Meetings
- 9.5 In School Review
- 9.6 External Agencies
- 9.7 Behaviour contracts
- 9.8 Solution Focussed Plan
- 9.9 Behaviour Support Plan

10. De-escalation Strategies and Reasonable Force

- 10.1 De-escalation Strategies
- 10.2 Reasonable Force
- 10.3 Dealing with malicious allegations (see LAT policy)

1. Aims and objective

This policy has been designed to act as a framework for both pupils and staff at The Hundred of Hoo Academy in the establishment of a calm, safe, supportive environment, where learning can take place free of disruption (Disruption is *anything that interrupts teaching and learning at an individual or whole class level.*) We know that disruptive behaviour in lessons blights the life chances of our children. We believe that every child deserves to learn in a completely disruption free environment. This means that every child is able to learn and focus 100% of the time, and all teachers are able to teach 100% of the time.

This environment will enable all of our pupils to not only achieve to the best of their abilities, but excel in all that they do. We are unapologetic about our culture of no-excuses for poor behaviour and our binary (right or wrong) approach to behaviour in the school community. We are committed to ensuring that our entire community is disruption free 100% of the time.

We expect our pupils to work hard, be well disciplined and take pride in all that they do. Co-operation and trust between parents/carers, pupils and the Academy is the best method of dealing with any problems which may arise; coupled with a good pastoral care system where early intervention is the key to success. We see parents as our partners and work closely with families to secure the best possible outcomes for their children. Learning flourishes in a well ordered, respectful and disciplined environment and our behaviour policy creates the conditions for outstanding learning, progress and achievement. Good behaviour is taught and reinforced, poor behaviour is not tolerated.

We ask parents/carers to commit to our [home-school agreement](#) so that they know what we expect of their child. By working in partnership we can jointly ensure that each child makes progress every day.

Communication of the Policy

The Academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- **Staff training/Guidance** - all staff are trained in the implementing of the policy in a consistent and fair manner. There are refresher sessions to ensure that the message is consistent and that standards are maintained.
- **The Hoo Habits of a Successful Behaviour Curriculum-** pupils will receive an induction at the beginning of the academic year, as well as ongoing once per fortnightly form sessions inline with this curriculum
- **Parents** - receive detailed guidance in relation to the Academy expectations, via communication home. Parents receive a copy of the Behaviour and Attitudes Policy, as well as regular communication regarding the policy should any updates be made.
- **Standardised Displays** – classrooms and corridor displays ensure that pupils are constantly reminded of what the academy expectations are.
- **Form-Time/PSHRE** – Pupils are communicated to with regards to Traditional British Values, high expectations within and outside of the Academy and their responsibilities in relation to the [Pupil Code of Conduct](#).
- **Assemblies** – are used as an opportunity to reinforce high expectations of behaviour and conduct. Assemblies are also used to address any particular issues that may arise within the academy.
- **Home/Academy Agreement** - This is signed by all pupils and parents before they join the academy and reinforces the expectations of the academy.

- **Parental meetings/phone calls** - are used to ensure a collaborative approach is utilised between the Academy and parent/carers
- **Reintegration Meetings** - After a suspension, the Behaviour policy and any pupil specific interventions or adjustments are discussed with the pupil and parents
- **Termly newsletters** – are used by the Principal to celebrate pupils work and achievement both within and outside of the academy, as well as communicate any items that need to be brought to the attention of parents and carers
- **Behaviour curriculum** - A bespoke intervention delivered through small groups and classes to focus on the improvement and understanding of the impact of a student's behaviour.

2. Legislation and Statutory Requirements

Our academy behaviour policy is written in line with the following areas of legislation and guidance from the Department for Education (DfE) and explains the powers members of staff have to sanction pupils. The policy will be reviewed yearly.

- Education Act 2002 and 2011
- Education and Inspections Act 2006
- Behaviour and discipline in schools Guidance July 2022
- Searching, screening and confiscation at school January 2022
- The Equality Act 2010
- Approaches to preventing and tackling bullying June 2018
- Use of reasonable force in schools July 2013
- Keeping children safe in education September 2023
- Exclusion from maintained schools, academies and pupil referral units in England September 2017
- Supporting pupils with medical conditions at school
- Special education needs and disability (SEND) code of practice 2015
- Leigh Academies Trust suspension policy

DfE guidance explains that academies should publish their behaviour policy online. All Academies are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

3. Roles and Responsibilities

3.1 Governing body

The Governing Board is responsible for monitoring this behaviour and attitudes policy, its effectiveness and holding the Principal to account for its implementation. Through monitoring visits they will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. The governing body will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

3.2 Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) are responsible for ensuring a strong behaviour and attitudes policy is in place that supports staff in managing behaviour, including the use of rewards and sanctions. They 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. The SLT will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. The SLT will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

3.3 Staff

[Staff Code of Conduct - [Linked here](#)]

All Staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality teaching and learning environment is created in which pupils develop self-discipline and personal responsibility.

Staff are responsible for:

- Implementing the behaviour policy consistently, without bias and in a professional manner
- Modelling positive behaviour and building relationships at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents accurately and in a timely fashion
- Follow up incidents every time, retain ownership and engage in reflective dialogue with pupils
- Always challenge pupils who are not behaving in a way that embodies our core values
- Attend duties on time and engage positively with pupils. For known absences, staff must arrange for their duty to be covered by a colleague.

All staff will equally ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Staff will also ensure that they adhere to the following principles when managing pupils;

- Ensure a safe working environment
- Speak calmly and with respect
- Listen to pupils
- Have pupils' individual needs planned for, using LSP's where appropriate.

3.4 Pupil Code of Conduct - [Linked here](#)

3.5 Parents and Carers

Parents and carers can access the Academy's policies through the Academy website, or via information given in newsletters and the prospectus and are expected to work in partnership with the Academy to maintain high standards of behaviour and attendance.

The Academy expects that Parents and carers will take responsibility for the behaviour of their child both inside and outside the Academy by:

- Ensuring their child leaves for school each morning with the correct uniform, all equipment and a fully charged chromebook.
- Ensuring that pupils are completing independent study tasks and homework to the best of their ability and in a manner compliant with the Academic Honesty Policy.

- Attend parents evenings and information evenings to understand how their child's behaviour and attitudes are contributing to their learning.
- Engaging with 'My Child At School' (MCAS) app to monitor their child's behaviour and attitudes.
- Supporting the Academy's sanctions when applied, helping their child reflect on their actions.
- Taking responsibility for their child's attendance and punctuality. Understanding that regular attendance and punctuality are an important facet of Academy discipline. Parents have the primary responsibility to ensure their children attend school. Pupils who do not attend without authorisation put themselves at risk and truancy is often a major indicator of disaffection or other problems. We treat unauthorised absence very seriously and we are particularly concerned about the rare incidents of parentally condoned absence.

3.6 Equality

The Academy policy on behaviour / rewards and consequences - takes full account of the duties under the 2010 Equality Act. Trust academies make reasonable, appropriate and flexible adjustments for pupils with a disability, including any Mental Health difficulties. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

Pupils who have an Educational Health Care Plan or an identified additional need(s) will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for appropriate individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings.

Staff must refer to the pupil LSP's on Bromcom for further information and strategies where required. Some pupils may need an amended approach in order to break down their individual barrier to learning and understanding. Further guidance should be sought from the SEND Team or SENDCo.

4. Secondary Rewards -

Positive motivation lies at the heart of effective education and our system at the Academy is designed to recognise and celebrate effort, achievement and success at all times. The key themes from each attribute in the [learner profile](#) underpin the rewards and consequence policies and opportunities to enable pupils to be successful in all aspects of these will be embedded seamlessly throughout The Hundred of Hoo Academy community life.

The Purpose:

- To motivate and encourage pupils.
- To recognise achievement.
- To foster a healthy atmosphere of competition between individuals, year groups and Colleges.
- To promote a culture of achievement and hard work.
- To underpin and promote the characteristics of being a successful learner.

Implementation :

Pupils will be praised through positive praise points, linked to the IB Learner Profile. These will be awarded both in class and around the academy site. At the end of each module the points will be collated and pupils will be issued with certificates and prizes to acknowledge their achievements.

Additionally, positive postcards may also be sent home by teachers for sustained effort and

performance, for example: positive attendance, excellent work or homework or other contributions to the wider school life. Each fortnight, form tutors will nominate pupils who have demonstrated the IB Learner profile attributes effectively, these pupils will have their name, in College colours, added to the communitree in the main hall. Pupils will additionally be celebrated in Awards Assemblies.

Reward System	Description
<p>Reward Points</p>	<p>Reward points can be awarded through our Bromcom System at any time. These are accumulated and recognised with blazer lapel pin badges at certain milestones and awarded in fortnightly College assemblies. At the end of each module the College with the most reward points will be celebrated - this will be visually displayed for pupils within the Academy.</p> <ul style="list-style-type: none"> ● 100 - Bronze Learner ● 200 - Silver Learner ● 300 - Gold Learner ● 400 – Platinum Learner
<p>Postcards</p>	<p>Postcards will be periodically sent for recognition of outstanding achievements and learner attributes within each of the MYP Disciplines (Language acquisition, Language and literature, Individuals and societies, Sciences, Mathematics, Arts, Physical and health education, Design). Receiving a postcard also accumulates 5 Reward Points.</p>
<p>College Certificates of Excellence</p>	<p>In preparation for the end of module College assemblies, teachers will nominate pupils to be awarded a College certificate linked to one of the Learner Attributes. One pupil from each Key Stage from each College will be awarded a certificate for being an excellent learner.</p> <p>In addition a prize will be awarded for 100% Attendance for that module and most improved attendance, with the winners name being drawn from a box of all nominated pupils. This is reset each term.</p>
<p>IB Learner of the Fortnight</p>	<p>Each theme of the fortnight has a specific IB learner trait linked to it to develop all pupils across all traits. A pupil will receive an award for this which will be displayed on the communitree to demonstrate the achievements of pupils throughout the year.</p>
<p>IB Learner Bingo</p>	<p>Throughout the year, pupils will have the opportunity to receive Bromcom points for all IB learner traits. Pupils that achieve 25 points for a learner profile will be rewarded with a certificate for that trait. Pupils will receive a reward when 25 points have been achieved across all IB learner traits to demonstrate that that pupil is able to achieve across all areas.</p>
<p>College Reward Events / Competitions</p>	<p>Co-curricular activities, college competitions, Academy events and trips will provide opportunities for pupils to be rewarded via the Bromcom point system and be rewarded with further events and trips.</p>

5. Behaviour in and out of Lesson

5.1 Behaviour in Lesson

Lessons are all an hour long and pupils will be expected to maintain our standards at all times, failure to do so will result in appropriate consequences in line with the Academy Behaviour and Attitudes Policy. Pupils can expect the same structure in every lesson across the Academy lessons.

We expect the below from all of our pupils:

Start of Lesson

- Enter calmly, greeting the teacher at the door, all coats are to be removed before entering the classroom, sit according to the teachers seating plan and organise equipment on desk,
- Copy date, title and begin the learning activity.
- Sit silently whilst the register is taken, completing learning activity.

Learning Time

- Listen in silence whilst the member of staff leading the lesson speaks.
- Raise their hand to ask a question without calling out.
- Answer and speak only when directed
- Follow the STAR approach –
 - Sit up,
 - Track the speaker,
 - Ask and answer questions, and
 - Respect your classmates' ideas and contributions.
- Work exceptionally hard without disrupting the learning of any other pupil.
- Respond positively to all instructions and feedback.

End of lesson

- Clear workstations quietly and stand behind chairs waiting in silence to be dismissed.
- Thank your teacher as you leave.

C-System

Within the classroom, teachers will respond to both positive and negative behaviour. Staff are expected to challenge poor behaviour in lessons in a consistent and appropriate manner using the Behaviour and Attitudes policy and immediately log incidents on Bromcom for monitoring purposes.

All pupils at The Hundred of Hoo Academy recognise the authority of teachers and do not argue back. Any instances of arguing back will result in teachers moving to the next stage of the behaviour policy.

The C-System used with the classroom is outlined below:

C1 & C2 Warnings

If a pupil fails to meet any of the in class expectations they will be given a C1 verbal warning. The staff member will briefly explain to the pupil the behaviour that they are displaying and why it is inappropriate.

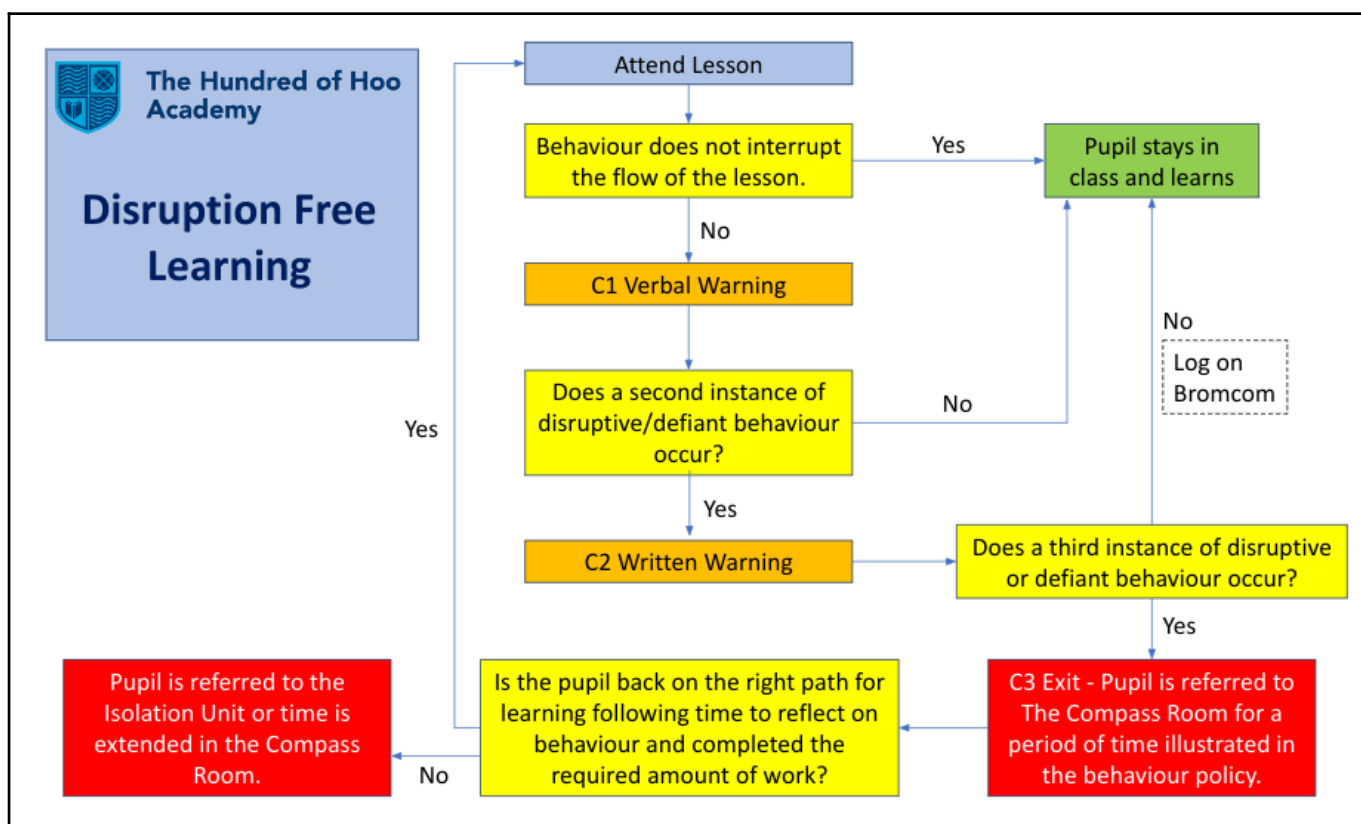
If a pupil falls short of expectations for a second time the child will receive a C2 warning and the incident will be recorded on Bromcom and the member of staff leading the lesson will briefly explain to the pupil the behaviour that they are displaying and why it is inappropriate.

It is expected that all pupils will reflect upon, and then correct their behaviour following the warnings in a lesson.

We recognise that pupils deserve and need 'second chances' as they learn to become self - disciplined young adults. As such, when a pupil moves from one lesson to another lesson their warnings will 'reset' and the system will restart. This feeds into the culture of 'reflection' which we have at The Hundred of Hoo Academy

C3 Exit

If a pupil has a third occurrence of disruption of learning they will be 'exited' to the Compass room, an out of lesson reflection room away from their peers until a set amount of work has been completed and students are ready to return successfully to lessons. This will prevent individual pupils from disrupting the learning of others, and therefore harming their chances of achieving to the best of their abilities and excelling in all that they do.



5.2 Behaviour Outside of Lessons

All pupils are expected to take responsibility for their actions and their choices at all times.

Please note the table below outlining our expectations outside of lessons.

	Pupils	Teachers	Parents
Travelling to and from the Academy	<ul style="list-style-type: none"> • Represent the academy with pride • Wear the correct school uniform. • Speak politely and give way to members of the public. • No loitering in groups in the local community and/or around local businesses • Not engage in illegal or illicit activity. • Report any issues to staff • Behaving impeccably whilst on public transport to and from school. Bus code of conduct here. 	<ul style="list-style-type: none"> • At the beginning and end of the day, staff will complete duty in designated areas to ensure a purposeful start and end to the day. • Leaders will walk around the local area to ensure pupils have left appropriately. • Follow up on any reported issues. 	<ul style="list-style-type: none"> • Set clear times for pupils to return home • Support attendance and punctuality by ensuring pupils are awake and ready to attend the Academy fully equipped and on time. • Send pupils back to the Academy who have not attended detention
Break and Lunch	<ul style="list-style-type: none"> • Act Sensibly • Eat when sat down • Clear away all rubbish • Tuck chairs in. • Look after their school. • Speak with 'indoor voices' 	<ul style="list-style-type: none"> • Monitor pupils' behaviour in the canteen and social spaces. • Challenge and follow up on any behaviour that does not meet the expectations of the Academy. 	<ul style="list-style-type: none"> • Provide healthy snacks and refrain from allowing sugary sweets. • Ask pupils what they ate at break and lunch • Ensure parent pay is topped up where appropriate.
During transitions	<ul style="list-style-type: none"> • Go the quickest way possible to lessons. • Walk on the left with pace and purpose 	<ul style="list-style-type: none"> • Greet and dismiss pupils at the door. • Record any lateness. 	<ul style="list-style-type: none"> • Ask their child if they were on time to every lesson.

Please note the above is not completely exhaustive. We ask that parents speak to all of their children, each day, about every aspect of their school day.

During transitions between lessons (going from one lesson to another), including before and after breaks, pupils will act appropriately; that means no running through the corridors or loitering in corridors. To avoid congestion, we say to all pupils '**Keep left, walk with pace and purpose**'.

It is essential that all pupils move quickly to lessons (they will have 5 minutes to move from one lesson to the next) to ensure they arrive promptly to every lesson to avoid any consequences.

During social times pupils are expected to do the following:

- To sit/stand with their friends before school, break, lunch and after school in the designated duty areas of the school.
- Food is to be eaten in the designated areas or dining hall. Food and drink should not be consumed whilst moving around the academy.
- If pupils are inside at break times they must be either sat down or transitioning to a seated area to sit.

5.3 Outside the Academy Gates - Behaviour in the School Community

The Hundred of Hoo Academy will be a beacon of excellence in the local community. As such pupils are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school. We expect the very best of behaviour and conduct.

Pupils are expected:

- To arrive at school and leave school in full uniform.
- To use the traffic lights crossings to cross the road safely.
- To use the cycle lanes/pedestrian zones safely.
- Not to loiter at the local shops or park.
- If they do not live in Hoo to return home immediately at the end of the day
- To take any litter home and dispose of it properly.
- To respect our neighbours and all local residents.

If pupils' behaviour is not of the expected standard, the Academy, by law, is allowed to impose sanctions upon pupils in response to non-criminal poor behaviour which is witnessed by a member of staff or is reported to the Academy. There may also be times when pupils will need to be challenged on their behaviour when not representing the Academy, this will include their general behaviour in the local community.

This includes any misbehaviour when the pupil is:

- Taking part in any academy organised or academy related activity
- Travelling to or from the academy
- Wearing academy uniform, in whole or part
- In some other way is identifiable as a pupil at the academy or misbehaviour at any time, whether or not the conditions above apply, that;
 - Could have repercussions for the orderly running of the academy
 - Pose a threat to another pupil or member of the public
 - Behaviour against other people, which is related to their involvement within the Academy eg. Bullying/including Cyber Bullying of another pupil outside of Academy hours
 - Could adversely affect the reputation of the academy

Following a staggered dismissal at the end of the day, pupils are expected to leave the Academy site immediately unless they are attending after school activities and clubs, with staff supervising their dismissal from site by 3.00pm [2.00pm Wednesday]. For the safety of pupils and consideration of local residents, any pupils who attempt to congregate outside the Academy gates following the end of day dismissal will be immediately moved on by staff so that the access to the site is clear.

Pupils should make their way home after school and should not congregate at the local shops or parks whilst in school uniform, unless they are with their parents.

The academy will set appropriate sanctions based on an individual basis, according to the nature of the incident. These expectations are also reinforced by the [Bus Code of Conduct](#). Pupils are a representative of the academy when travelling to and from the academy.

6. Consequence Model & System

6.1 Consequence System Overview (Secondary - Years 7-13)

Disruption-Free Learning Behaviour (C system)				
Code	Behaviour	Action	Sanction	Negative points
C1	Disruption, Defiance or passivity	Verbal Warning		
C2	Repeated C1 in the same lesson	Written Warning Teacher to record	5 x C2 incidents = 50 min detention.	-1
C3	Disruption, defiance or passivity following a C2 Self Exit	Teacher to Record and call home.	Directed to the Compass Room. Same day detention 50 minutes.	-2
C4	Did not attend the compass within 6 minutes of being directed. Exit from the Compass Room.	Compass manager to record. Directed to the College office. IU referral to be actioned by the Compass manager or College team.	College to decide on an appropriate isolation venue.	-3
C5	Failure to respond to internal isolation interventions or serious behaviours which prevents teaching and learning from taking place.	College or Isolation Unit to record.	SLT buddy Alternative provision or suspension. SLT/HoC report	-5

Punctuality Infringement (P system)				
<i>If a school bus is late then the pupils will be given a pass to notify staff not to record a punctuality event.</i>				
Code	Behaviour	Action	Sanction	Negative points
P1	Late to the Academy arriving between 8.30-8:45am	Form Tutor to record	2 x P1 incidents will result in a 50 minute detention	-1
	Late to lesson 6-9 minutes late.	Teacher to record		
P2	Late to the Academy arriving between	Form Tutor to record	2 x P2 incidents will result in a 50 minute detention	-2

	8.45-9:00am			
P3	Patrol Truancy from lesson or repeated truancy of form	Teacher / College to Record	Directed to the Compass Same day 50 minute detention	-3
P4	Late to the Academy arriving after 9am	College team to record	50 minute same day detention	-3
P5	Late to the Academy arriving after 10am	College team to record	90 minute same day detention	-3
P6	Late to the Academy arriving after 11am	College team to record	Extended day in the IU	-3

Below Expectation Behaviour (E system)

Code	Behaviour	Action	Sanction	Negative points
E1	Lack of Equipment [Incl Chromebook less 80%]	Teacher to provide equipment and record	2 x E1 results in a 50 minute detention	-1
E2	No PE Kit	Teacher to add to record	50 minute detention 50 minute detention and escalate to DoP/HoD	-2
	Incomplete or no homework			
	Dishonesty (inc. <i>Academic Honesty Policy</i>)			
	Failure of subject report/form tutor/SSM Report	Subject/Form Tutor to record		
E3	Failure of DoP/HoD Report	DoP to add to record	90 minute detention and escalate to SLT report.	-3
	Dishonesty (inc. <i>Academic Honesty Policy</i>)- 2nd offence (2 x E2)	Teacher to add to record	90 minute detention	-3
E4	Failure of SLT Report	SLT to add to record	Isolation Unit or AP	-4
	Dishonesty (inc. <i>Academic Honesty Policy</i>)- 3rd offence (3 x E2)	Teacher to add to record		
E5	Failure of HoC Report	HoC to add to record	AP or suspension	-5

Behaviour Incident (B System)

Code	Behaviour	Action	Sanction	Negative
------	-----------	--------	----------	----------

				points
B1	<ul style="list-style-type: none"> Defiance - not following instructions that compromise the safety of others. Failure to follow Bus Code of Conduct Uniform infringement Chewing gum Out of Bounds Play fighting Unkindness Inappropriate language 	Statements collected and DoP to approve sanction.	50 minute detention Or escalated sanction dependent on the severity of the behaviour.	-1
B2	<ul style="list-style-type: none"> Failed to attend 50 minute detention. Compromising the health and safety of others during a practical lesson. Bullying (Strike 1) Use of mobile or tablet seen or used within the academy site but then handed over. 2 x B1 behaviours 	[automated] Statements collected and DOP/SLT to approve sanction.	90 minute detention Or Isolation unit if repeated offence.	-2
B3	B3 - Defiance <ul style="list-style-type: none"> Failed to attend 90 minute detention Refusal to hand over phone or device. Refusal to be searched. 	[Automated] College to record	Isolation Unit, alternative provision or Suspension. Depending on severity and if a repeated incident Failure of a 90 minute detention will result in a 1 day extended Isolation Unit referral until 4:30.	-3
	B3 - Health & Safety compromised <ul style="list-style-type: none"> Use or possession of a smoking/vape item. Leaving the Academy site without permission Use of mobile phone in changing rooms 	Statements collected and SLT to approve sanction. SLT to record		
	B3 - Aggressive or intimidating behaviour <ul style="list-style-type: none"> Aggressive or Confrontational Defiance (staff). Aggressive or Intimidating behaviour (pupil) Bullying (Strike 2). Anti Social behaviour - including online. Bringing the Academy into disrepute. Vandalism of 			

	property*, including chromebook			
B4	B4 - Health & Safety Compromised <ul style="list-style-type: none"> ● Refusal to hand over banned items. ● Possession of inappropriate/dangerous item in or outside school (offensive weapon, alcohol, drugs), ● Persistent and escalated breach of the school code of conduct. ● Deliberately setting off the fire alarm. 	Pupils or staff have reported the item and search attempted by SLT.. Statements collected and the Head of College reviews and recommends sanction for the Principal to approve.	Alternative provision, suspension or permanent exclusion depending on severity and previous incidents.	-5
	B4 - Verbal Abuse or threatening behaviour <ul style="list-style-type: none"> ● Directed homophobia or racism ● Aggressive or Intimidating behaviour towards a member of staff or a member of the public. ● Bullying (Strike 3) ● Physical assault to a community member. 			
B5	In response to a one-off serious breach 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 the pupil or others in the school.	Statements collected by College team and reviewed by LHW and Principal	Permanent Exclusion	

***Vandalism or damage to Academy property**

Where vandalism or damage to Academy property is found to have taken place the Academy will investigate the circumstances fully in line with the Academy's behaviour investigation policy. If the damage is deemed wilful the Academy will provide written notification to the parents/carers requesting that the Academy property be restored or replaced in accordance with the actual damage as determined by the Principal.

Damage to another pupils property

Where vandalism or damage to another person's property is found to have taken place the Academy will investigate the circumstances fully in line with the Academy's behaviour investigation policy. If the damage is deemed wilful or intentional the Academy will notify the parents/carers requesting that the property be restored or replaced in accordance with the actual damage.

6.2 Chromebook Use Consequences

The Academy 1:1 Chromebook Scheme provides pupils with a chromebook giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy and at home. All parties involved (pupils, parents/carers and the Academy) must agree with all of the terms and conditions outlined in the [LAT Chromebook Loan Agreement](#), as well as the [Pupil Acceptable Use Agreement](#). Failure to abide by these will result in the following sanctions:

Offence	Consequence
Distraction within the classroom	<ul style="list-style-type: none"> C-System above
Not bringing chromebook to the Academy	
Accessing inappropriate sites including social media, chat rooms or gaming sites	<ul style="list-style-type: none"> B -System above, severity based on investigation. Potential internet ban for an agreed period of time. Letter to parents for reimbursement if appropriate
Anti-social online behaviour: harassment, intimidation or bullying via chromebooks will be dealt with in line with the Academy behaviour policy.	
Graffiti / Personalisation of chromebook	
Purposeful physical damage to Chromebook e.g removing keys	

6.3 Academic Honesty Consequences

The Academy's [Academic Honesty Policy](#) clearly outlines expectations in relation to how pupils are expected to approach their work with integrity and honesty and with a strong sense of fairness and justice. With regards to Academic Honesty, academic misconduct is defined as any 'behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage'. Academic misconduct will be unacceptable at all times at The Hundred of Hoo Academy; any instances of this will be addressed with the relevant course leader and the MYP Coordinator and the following sanctions issued:

Offence	Consequence
1st Offence	<ul style="list-style-type: none"> Score of zero issued by teacher Letter to parents reiterating the Academic Honesty Policy from course leader E2 - 50 minute detention issued At the course leader's discretion a resubmission opportunity may be provided.
2nd Offence	<ul style="list-style-type: none"> Score of zero issued by teacher Letter to parents reiterating the Academic Honesty Policy from the Vice Principal / MYP Coordinator E3 - 90 minute detention issued Parental meeting with both the course leader and VP and/or MYP Coordinator
3rd Offence	<ul style="list-style-type: none"> Score of zero issued by teacher Referral for the isolation unit until a parental meeting has taken place with the VP and/or the MYP Coordinator and the Principal.

6.4 Serious Incidents

Senior staff will investigate any serious incidents and respond in line with the policy governing behaviour and suspensions. Serious incidents are likely to result in either a 90-minute detention, internal isolation, alternative provision at another Academy, suspension or permanent exclusion depending on the context and nature of the event. The following list provides examples of what constitutes a serious incident. The list is neither exhaustive nor definitive and members of staff may use their discretion in line with the code of conduct and behaviour policies.

<ul style="list-style-type: none"> ● Use of mobile phone and refusal to hand over ● Bringing onto school premises or being found in possession of anything that could constitute an offensive weapon or illegal substances including vapes and E-Cigarettes. ● Bullying or other harmful behaviour(including cyberbullying, prejudice-based and discriminatory bullying) ● Bringing ‘outsiders’ onto Academy property in order to threaten or create conflict ● Sexually inappropriate behaviour ● Threatening others – physical or verbal ● Intimidating verbal or physical behaviour towards a member of our community ● Involved in inciting or instigating of conflict ● Destruction of another person’s property 	<ul style="list-style-type: none"> ● Disobedience or serious disrespect to an adult ● Truancy / Out of bounds ● Possessing stolen property ● Playing with fire alarms or extinguishers ● Refusal to be searched ● Cheating in a test or examination ● Smoking / Alcohol / Drug Use ● Any one-off serious breach of health and safety that could cause serious harm to others in the community can result in an immediate exclusion, ● Vandalism - including outside Academy grounds (if vandalism is found to be willful parents / carers will be expected to restore or replace the damaged property) ● Stealing
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

If an incident that is deemed to be more serious in nature occurs, staff should follow the Incident Reporting Procedure (Incident Forms). Patrol should be called if necessary. Statements should be presented to the Principal if a suspension or Permanent Exclusion is being considered.

6.5 Child on Child Abuse

The Academy will take extremely seriously any allegations of peer on peer abuse, whilst a number of peer on peer abuse examples are included in the serious incidents behaviours table above, below are the examples of concerns that should be reported immediately to Mr Webb (Designated Safeguarding Lead) and/or the Safeguarding Team (Mrs Wells/Miss Small).

- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence
- (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online
- sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

6.6 Banned Items

The following items are banned from the Academy, either on their person (e.g must be located in bags at all times) or banned from the premises and on school visits. Confiscated items can only be collected by parents/ carers, at the end of an Academy day. The Academy accepts no responsibility for personal electronic devices that are brought to the Academy and takes no responsibility to investigate their misplacement, loss or theft. If a phone is confiscated the Academy takes no responsibility for loss, theft or damage to the item.

The following items are banned from Academy's premises and on school visits:

<ul style="list-style-type: none"> • Hooded Sweatshirts • Chewing gum • Fidget Spinners • Any smoking materials including Electronic cigarettes and vapes • Lighters and matches • Stink bombs, water bombs and snap devices 	<ul style="list-style-type: none"> • Mobile phones, tablets or any other electronic device • Energy and Fizzy Drinks • Large bags of sweets • Aerosols – perfume spray or flammable liquids • Jewellery /Sunglasses • Make up • Nail varnish – including acrylic nails 	<ul style="list-style-type: none"> • Weapons – including knives, BB guns /laser pens or any object that could be used with the capability of harming another person/water pistol • Stolen items • Pornographic images • Alcohol and/or Drugs • Fireworks
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Bringing these items onto the academy premises will result in immediate confiscation and will lead to an appropriate sanction, depending on the nature of the item and attitude of the pupil.

Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

All confiscated items will be placed in an envelope with the pupil's name on and placed in the relevant College area /or reception. Parents are expected to collect the device or item from Reception after the end of the Academy day, they will not be returned to pupils.

6.7 Searching and Screen Procedures for Contraband

The Principal and authorised staff are allowed to search a pupil and their possessions, without consent, where they have reasonable grounds to suspect that they may have a prohibited item. The Academy can confiscate any items found during a search that they consider harmful or detrimental to the school environment. Pupils who refuse searching may be refused entry onto the Academy site. For additional advice and guidance, refer to the [DfE guidance Search, screening and confiscation, January 2022](#)

In order to deter pupils from bringing contraband items onto the school site, it may be necessary to undertake routine bag and pocket checks. Where this happens, the pupil is first asked whether they have anything on their person that they should not have and given an opportunity to tell a teacher if they have any contraband items in their possession. After this, pupils are asked to remove their blazers and both blazer pockets, bags and persons searched with the use of a handheld security metal detector. Refusal of search will result in the pupil being isolated and parents and/or the relevant authorities contacted to conduct a joint search

7. Behaviour Interventions

At the Hundred of Hoo Academy we strive to keep learning and achievement on track through a disruption free model. Intervention will occur as soon as it is clear that a pupil may be struggling or failing to perform as expected.

Below indicates the strategies that may be used to intervene when a pupil is not meeting our high expectations:

Behaviour Intervention	Description
Report	A pupil will be monitored on report for repeated below expectation behaviours.
Detention	A pupil is kept for a period of time outside of lesson time, normally after the Academy day.
The Compass Room	A room that allows pupils to reflect and work independently with the aim of returning to the 'correct path' of learning. (1st & 2nd referrals) sanction which normally begins 5 minutes after the incident.
The Isolation Unit (IU)	A unit for pupils whose behaviour has either repeatedly fallen below expectation (multiple use of The Compass Room in a module), or is a serious breach of the Academy policy. At least 2 days in the isolation unit so that behaviour and social support can be provided.
Late School	If a pupil supersedes the expectations of the Academy and refuses to follow in school sanctions, they may be sent home to reset and commence their day again. Pupils sent for late school will return to the IU and will be expected to stay until 5pm.
Behaviour intervention	Examples: Social Skills, Medway SSG, Youth Worker, ELSA, Rowans.
Alternative Provision	Use of a behaviour unit at a school within our Trust or local authority. Usually 3-5 days in this provision, but could be longer if at a specialist behaviour centre.
Fixed Term Suspension	A suspension means a pupil is temporarily prohibited from going to regular classes and/or school.
Managed Move/Transfer	A formal agreement between a pupil, their parents or carers and two schools. It allows a child to have a trial transfer to another school. The trial period normally

	lasts between 6-12 weeks.
Governor's Behaviour Panel	A governing body panel will meet with parents and their child if their behaviour continues to cause concern and the pupil is subject to repeat exclusions.
Permanent Exclusion	A permanent exclusion is the most serious sanction the school can give. It is used by schools as a last resort but means that the excluded pupil can no longer attend the school

7.1 Detentions

Teachers have a power to issue detention to pupils and these are used as a consequence for behaviours as outlined in this policy, this includes the setting of detentions outside of Academy hours.

Please note that detentions are **NOT negotiable**. As per the DfE [guidance](#) parental consent is not required for detentions, and the academy has no obligation to notify parents and/or carers, but the Academy will attempt to send a text message/email to parents in advance. The academy reserves the right to extend detentions/reset detentions/issue community service as a sanction. Detentions may be set on the same day without prior consent. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent/carer.

Most detentions are conducted centrally using a form tutor rota for each College. During any detention pupils will be completing additional classwork. Students who regularly receive detentions for homework will be directed to homework club.

If a pupil is absent on the day of a detention, upon their first day of return they will be expected to attend the detention set. Pupils who fail to attend or disrupt their after school detention will have their sanction escalated to the next appropriate sanction.

3.00 - 4.30 pm Detentions

These detentions are used as a sanction for repeated or more serious behaviours that do not meet our expectations. This detention will run from 3:00pm – 4:30pm on Mondays and Thursdays in the Isolation Unit with Senior Staff. Behaviours which constitute a 90 minute detention are detailed in the Consequence System Overview. Extended Isolation Unit day detentions take place every day of the week until 4:30 and parents will receive contact if this sanction has been issued.

7.2 The Compass Room

A pupil may be referred to the Compass room, an out of lesson provision away from their peers until a set period's worth of work has been completed. This will prevent individual pupils from disrupting the learning of

others, along with their own, and therefore harming their chances of achieving to the best of their abilities and excelling in all that they do.

If a pupil has been 'exited' then the teacher will issue a C3 behaviour event on Bromcom. Pupils will have 5 minutes to arrive at the Compass room when sent. Pupils sent to The Compass will be required to remain in school until 15:50 that day. Failure or refusal to go to the Compass room will result in an Isolation Unit Referral or fixed term suspension.

Referral to Compass Room will happen if:

Event	Description
Self Exit	Pupils remove themselves from the lesson either because they have been disciplined or they make the decision to leave for no obvious reason.
Truancy	Pupils are not attending lessons without good reason or a student arrives at lesson more than 10 minutes past the start time.
C3 Exit	A third occurrence of behaviour that stops the flow of a lesson or a serious breach of behaviour.

Event	Description
1st and 2nd Compass Referral in a term	3 lesson within Compass Room - same day 50 minute detention
3rd Compass Referral onwards in a term	5 lesson within Compass Room - same day 50 minute detention
5th Compass Referrals in a term	Automatic 2 day referral to the Isolation Unit - same day 50 minute detention

If a pupil is sent to The Compass, the member of staff who sent the pupil will endeavour to meet with the pupil at the end of the day or before, for a 'Reset Conversation' where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place, pupils sent to The Compass will be required to remain in school until 15:50 that day.

The expectations of a pupil once a referral to the Compass room has been made are -

- Pupils will arrive at the room within five minutes of being sent there.
- If a pupil refuses The Compass or is late to the room they will be directed to the Isolation Unit for at least 1 day until 4:30.
- The Compass pupils will have a same day 50 minute detention which will include a reflective behaviour task and a 'reset conversation'.
- Pupils must complete a minimum of two sides of paper per lesson to be successful and return to mainstream learning.
- Their mobile phones will be handed in to the member of staff in the Compass Room.
- They work silently, with their work checked regularly by a member of staff, and are taken out intermittently for interventions and discussions relating to their behaviour.

7.3 Isolation Unit (IU)

We will utilise internal isolation in our Isolation Unit as an alternative to fixed term suspension where we deem a pupil's behaviour to be damaging to the promise we have made of disruption free learning for all in the academy. We will make this decision as per the **DfE guidance** linked below, *'It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there'*

This sanction is used to isolate pupils from their lessons for a period of time as appropriate to the severity of the behaviour. A referral to the link SLT for a subject should be made and this must be authorised by a member of the Senior Leadership Team, Director of Pastoral for each college or Head of Department. Pupils will report directly to the IU at the start of the day (08:25) and are restricted from accessing the main Academy site. Pupils will need to hand in their mobile phones at the beginning of the day and these will be returned at the end of the IU day at 15:50 (14.50 on Wednesdays).

Wherever we use internal isolation we will:

- Inform parents
- Track pupils who are repeatedly referred.
- Provide support in meeting the expectations of the school.
- Provide clear expectations and boundaries on what to do whilst in internal isolation.
- Provide time to eat, and use the toilet, whilst in internal isolation.
- Provide work that is broadly in line with the curriculum being studied in lessons.

On their first day within the IU they will complete reflection activities to ensure they fully understand the reason they have been placed in the IU. Pupils will then complete set work within the IU, which will focus on the core subjects. Pupils will then be given time to complete work from Google Classroom. Break and lunch are taken in the IU but at different times to the rest of the academy. The C-system is followed in the IU. Failure to successfully complete a period in the IU may result in additional time, or for more serious breaches, will result in an alternative provision in another Academy or a suspension from the Academy. Refusing to attend the IU will primarily result in a pupil being sent home for 'Late' school. When repeat Isolation Unit referrals occur, alternative provision at another school may be sourced in order to break the cycle of behaviours of a student.

7.4 Extended 'Late' School

If a pupil is given permission by the Principal, or the Senior Leadership Team acting on the Principal's behalf, extended 'late' school will be used to prevent a potential suspension. Reasons can include but are not limited to - refusal to attend the Isolation Unit and disruption whilst in isolation. Pupils return to the Academy at a later point but have their school day extended until 17:00. The number of extended school sessions will be decided upon an individual basis, according to the incident.

Breach of the School Rules on Appearance or Uniform

It will be agreed with the parent that a pupil leave the premises for a short period of time to remedy a breach of the School rules on appearance or uniform. If they return in the correct appearance then they will be able to attend lessons for the rest of the day and a sanction will be set in accordance with the consequence system.

Refusing the Isolation Unit (IU)/Compass Room

To avoid a suspension, parents will be contacted to agree that the pupil will leave the Academy site to have a discussion with their parent(s) and to reflect on their choices. The pupil should return to the IU at an agreed time where they will remain until 4:30. Failure to attend late school will result in an extended day the following day (8.30 - 4:30). Failure to attend this will result in a referral to an alternative provision.

7.5 Alternative Provision

We will utilise Alternative Provision where it is in the best interests of the child, or in order to improve their behaviour. As per DfE guidance, the academy can arrange off site provision, for similar reasons (the improvement of a child's behaviour) This is laid out in section 29A of the Education Act 2002, introduced by the Education and Skills Act 2008. We will utilise alternative provision that has been recommended by the local authority, or at another school within the academy trust or local authority. Whenever a pupil is directed to alternative provision we will:

- Carry out safeguarding checks on the provision.
- Inform parents
- Support with transport arrangements.
- Liaise daily for attendance updates.
- Carry out a return to school meeting.
- Provide support on the return to school.

7.6 Discretion Statement

No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion in application of the policy to help The Hundred of Hoo Academy students make better choices and learn the right lessons.

8. Fixed Term and Permanent Suspensions

8.1 Fixed-Term Suspension

At The Hundred of Hoo Academy we believe that learning is the most important reason for being in school and that opportunity to learn must be protected at all times. A suspension from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to suspend for either a fixed-term or in rare cases, permanently, is not taken lightly. Reasonable adjustments are considered before a Child In Care or a child with an EHCP receives an exclusion. The DSL / Designated Teacher are consulted and their advice sought before a decision is taken.

Fixed-term suspension means that the pupil is kept at home for one or more days. Suspended pupils will receive a work pack to complete. This work must be completed and returned to the school for review. The offences listed below, but are not limited to, may lead to fixed-term suspension (or isolation, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

- A. Continued/Serious disruptive behaviour including refusal to follow instructions
- B. Threatening or confrontational behaviour towards another member of the community
- C. Fighting/assault towards another member of the community
- D. Aggressive derogatory and/or discriminatory insults/speech towards another member of the community likely to cause emotional harm including sexting and the use of social media
- E. Disruptive behaviour whilst in isolation in the academy
- F. Racial/sexual/homophobic harassment

- G. Bullying
- H. Theft
- I. Drug abuse, possession of drugs or the use of any illicit substances or materials (including pornography)
- J. Smoking/vaping on academy site or in academy uniform
- K. Graffiti or property damage
- L. Persistent refusal to follow Academy policy
- M. Leaving the Academy without permission
- N. Behaviour likely to bring the Academy into disrepute

Upon return from a fixed term suspension – parents must attend a reintegration meeting. A parent’s failure to attend a reintegration meeting will not support their child in ensuring that they understand the severity of their actions and the changes they need to make to ensure there is not a repeat. Pupils returning to the Academy following suspension will spend a period of time in the IU to support reintegration back into routine and expectations.

8.2 Governor’s Behaviour Panel Meeting

A governing body panel will meet with parents and their child if their behaviour continues to cause concern and the pupil is subject to repeat suspensions. The purpose of this panel is to allow external appraisal of the behaviour of the pupil, the actions of the academy to support the pupil and to propose further support to prevent exclusions.

8.3 Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which could include racist or homophobic bullying) or persistent actions over time, as described in this policy.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or ‘one off’ offence.

These might include:

- A. Serious actual or threatened violence against another pupil or a member of staff
- B. Sexual abuse or assault
- C. Supplying or possession of an illegal drug/substance including vapes and legal substances that induce a high or have an intoxicating effect
- D. Carrying a weapon
- E. Arson
- F. Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy

The Academy has a zero-tolerance policy with respect to illegal substances. This applies in the Academy, while on the journey to or from the Academy or while involved in any Academy activity.

The Academy will consider police involvement and other agencies for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline of the academy and the well-being of its pupils and staff.

9. Early Interventions

The Academy is committed to providing early intervention to support pupil's behaviour. We aim to provide interventions that we support pupils to improve their behaviour. We also recognise that poor behaviour may be a result of other needs or circumstances and we aim to address these as soon as they are identified. Interventions that Academies will use to manage and support behaviour include;

<ul style="list-style-type: none"> ● Form tutor/Director of Pastoral/Department report- Pupils will be placed upon the appropriate report to support their behaviour. Parents and carers will be expected to engage with the academy at the relevant stages ● Phone calls home ● Pupil behaviour tracking ● Discussion at Academy Inclusion and Behaviour Meetings ● Discussion at Medway Pupil support meetings ● Timetable changes ● Fortis Behaviour support service ● Referral to Outside agencies 	<ul style="list-style-type: none"> ● In School Review ● Educational Psychologist Referral (Via In School Review) ● ELSA ● Reflection Groups ● Anger Management ● On site alternative provisional referral ● Pupil Behaviour Contract ● School Support Plan ● Parental Contract ● Early Help Assessment ● Round Robins/Coping In School Scale ● Emotional Interventions
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

9.1 Reintegration Meetings

These meetings are held upon the return of a pupil from exclusion. The reintegration meeting is conducted in the presence of a member of the Senior Leadership team, the pupil and parent/carer. At the meeting the pupil is asked to reflect upon their actions and all parties consider what further interventions are needed to support the pupil, this may include referrals to external agencies.

9.2 Counsellors

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. As a result, the Academy follows a tiered model approach. The academy employs a counsellor to support pupils who present with extreme behaviours or have experienced severe trauma of some kind.

9.3 Reflection Groups

Reflection groups are an intensive six-week programme that works with young people to support them in developing their understanding of their behaviours and attitudes. We begin to look at what are the situations that cause conflict and how these can be resolved. We also consider the impact that the behaviours and attitudes are having on others, for example peers, parents and staff, and most importantly, on themselves. The programme builds on the IB learner profile and encourages pupils to be open-minded, balanced, caring, and above all, reflective.

ELSA/Anger Management/Emotional Interventions

The academy recognises the importance of outstanding working relationships between pupils and staff in ensuring outstanding behaviour. The academy also recognises that understanding a pupil's individual needs and circumstances, as well as an investment in time in understanding them will support any behaviour difficulties they may have. The Academy college structure provides the opportunity to talk to and be supported by a key worker. Pupils who display challenging and difficult behaviour are supported by the mentoring/Specialist support team. This team supports pupils to ensure academic achievement, as well as allowing pupils to develop resilience, raise self-esteem and enhance collaborative working skills, whilst nurturing individual vulnerabilities.

9.4 Inclusions Meetings

These meetings are the primary mechanism at which pupils' academic and pastoral needs are discussed and interventions initiated. A Key Stage 3 and Key Stage 4 meeting is held fortnightly with both the SEN and Safeguarding team in attendance. A range of data is used to inform decisions and identify pupils who need any additional support, and these interventions are regularly monitored and reviewed. Parents will receive information about the interventions that their child is receiving.

9.5 In School Review

An In School Review is held three times a year. This is a professional's meeting where academy staff and external agencies including the academy educational psychologist meet to discuss individual pupils and identify any outside agency support required. Pupils raised at these meetings are those that have either failed to engage with previous support offered or the interventions in place have not had a positive impact.

9.6 External Agencies

The academy engages with a range of external agencies to support the individual needs of young people. The academy employs its own Speech and Language therapist, Occupational Therapist and Educational Psychologist. We are also in close contact with Family Solutions and SENDIAS. Through these partnerships the academy is committed to ensuring that our young people receive the best quality support available to manage their behaviour.

9.7 Behaviour Contracts/Pupil Transition back to lessons

Parents of pupils who persistently break school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular pupil. For these pupils supportive work will be undertaken to support pupils transition back into lessons, behaviour systems rules and routines.

9.8 Solution Focused Plan

This is a pupil-focused plan that is drawn up in consultation with the pupil with the objective of improving their behaviour in the Academy by setting agreed targets and goals. The plan considers the current barriers for the pupil in meeting the Academy's behaviour expectations, as well as working with the pupils' strengths. These are reviewed regularly with College staff and shared with parents to ensure home support with meeting targets and goals and improving behaviour in the Academy.

9.9 Behaviour Support Plans

Behaviour Support Plans are designed to support young people who are at risk of permanent exclusion or young people who are at risk of becoming disaffected through repeated fixed-term suspensions. The Support Plan is a school-based, young person centred approach to address the inclusion of young people with challenging behaviour from a range of perspectives. Targets are set for both the young person and for the range of agencies involved with the young person. Key to this process is the regular review of the plan that enables close monitoring of the young person within the academy environment.

In drawing up the plan the school will, in discussion with others:

- Review any learning difficulties and put in place a programme of support where necessary.
- Review the current barriers to meeting the Academy's behaviour expectations.
- Consider any pastoral and/or academic interventions needed to support pupils meet the Academy's expectations
- Consider changes of sets or classes.
- Consider offering specialist support and therapy.

The plan is a 12 week programme, and will be monitored regularly and be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset. Plans may be extended in exceptional circumstances. Failure of a School Based Plan may lead to directed managed transfer at an alternative educational institution, or a permanent exclusion.

10. De-escalation Strategies and Reasonable Force

10.1 De-escalation Strategies

The Academy's highest priority is to ensure the safety and well-being of every member of the Academy. Where a situation may be developing, staff are encouraged to use de-escalation strategies to avert the need for physical intervention:

- Reassure by showing care, concern and desire to work with them to resolve the issue
- Communicate clearly expectations, directions and consequences
- Provide the pupil with a safe, private space they can go to reflect and de-escalate
- Distraction techniques
- Change the adult supporting the pupil
- Seek external support, including parents, where appropriate

10.2 Reasonable Force

The Trust recognises that in certain circumstances, however, it might be necessary for staff to physically intervene or use reasonable force and have the legal power to do so, although it is not recommended. If reasonable force is to be used then it is always in the child's best interest and should be reasonable and proportionate.

Academy staff, who are not trained appropriately should not touch, move, hold, block (including preventing an exit from a situation) or contain a pupil. A small number of staff will have been trained in Team Teach and are authorised to use positive handling techniques if required within the Academy.

The Education Act 1996 states that a member of staff may use such force as is reasonable in the circumstances to prevent a pupil from doing (or continuing to do) any of the following:

- a. committing any offence
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself or herself)
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise

The Department of Education states the circumstances in which reasonable force might be necessary are, in general terms:

- Remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so
- Deliberate vandalism by a pupil
- Where a pupil absconds from a class or tries to leave the Academy
- Persistent misbehaviour by a pupil which is seriously disrupting a lesson (the pupil may be refusing to leave the classroom)
- Preventing a pupil who is intent on leaving a safe location against advice/instruction
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Where action is necessary in self defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

Appropriate staff have been trained in Team Teach and are authorised to use positive handling techniques if required within the Academy

10.3 Dealing with malicious allegations (see LAT policy)

All members of staff are expected to treat pupils with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the Medway safeguarding team where appropriate. Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Principal about what further action

may be appropriate. Exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have experienced unnecessary distress during the process.