



Behaviour for Learning Policy

SLT responsible:	Heads of School (Primary and Secondary)
Last reviewed:	November 2020
Ratified by Governors:	2 December 2020

Hailsham Community College Academy Trust

Behaviour for Learning Policy

This policy should be read in conjunction with the following policies:

- HCC Uniform Policy
- HCC Home College Agreement
- Staff Code of Conduct
- Anti-bullying Policy
- Online Safety Policy
- Race Equalities Policy
- Attendance Policy
- SEN Policy
- Exclusions Policy

Introduction

Hailsham Community College has clear values and principles which underpin all aspects of the behaviour of learners and staff in both the primary and secondary phase. These are known as our **CARBS** and are as follows:

Consistency - A strong, clear and consistent culture which supports great learning through relentless high expectation.

Aspirational - There are no barriers or excuses to great learning or achievement.

Respect - Mutual respect at the heart of everything we do. Respect yourself, respect each other and respect our learning environment.

Belonging - We are a learning community in which learners feel safe, supported and valued.

Standards – All learners at HCC make great progress in their learning.

To enable effective learning and teaching to take place it is expected that all staff, learners, governors and parents work together to ensure the highest standards of behaviour in all aspects of college life are expected. Central to our ethos are choices, chances and consequences.

As individuals we all have a choice how to act or behave. However, it is important that we all recognise that for every choice or action, there is a consequence.

A consequence is an outcome that arises as a direct result of the way we act.

At Hailsham Community College, consequences are issued by staff rather than punishments. Learners are in control of their own actions and if they choose to act in a certain way these actions will lead to a consequence being given.

The Use of 'Reasonable Force' see Safeguarding Policy section 14.1 page 29

At Hailsham Community College all learners are expected to behave in a way which creates a learning environment where:

- Learning is the most important consideration
- Staff can teach to the best of their abilities
- Learners can learn, progress and achieve to their maximum potential
- Each teacher has the right to teach without interruption
- All members of the college community can work in a safe place
- Staff, learners, parents, governors, alumni and visitors can enjoy and be proud of their association with Hailsham Community College
- Every parent has the right to information about their child's behaviour and to work in partnership with the College to encourage high standards
- Every learner is equal and should be treated as such at all times

The positive behaviour management of our young people is most effective when there is a true partnership between college and home, based on mutual respect and a shared goal to provide the best possible educational experience for the young people we serve.

The Behaviour for Learning Policy applies to learners within core College hours, during pre and post college activities on trips and visits, in transit to and from college and at any time when a behaviour related issue impacts on college life.

The college has defined unacceptable behaviours as behaviour that disrupts the learning climate in the college and/or causes others within the community harm.

This can include:

- Refusal to engage in learning
- Refusal to follow the instructions of any member of staff
- Disruption to the learning environment
- Name calling
- Verbal abuse
- Threatening language or behaviour
- Intimidation
- Physical abuse
- Bullying and harassment, including racist, homophobic, disablist, religious or gender based abuse
- The sharing of views or opinions that could be considered to be extreme in nature, designed to cause alarm / distress or spread hate amongst groups within the College or community as a whole
- Possession of items likely to cause injury or offence to themselves or others.

(Any lists in this document are not exhaustive.)

Communicating the Behaviour for Learning Policy

The college aims to ensure that our policy is understood by all stakeholders and that feedback from staff, learners and parents is used to further develop the policy.

We will ensure that parents/carers are fully informed of the Behaviour for Learning Policy by communicating it through the college letters, college prospectus, home-college agreements, website, and other regular channels.

We will communicate our policy to all new and existing learners through mentor time, assemblies, the learner organiser and within all lessons.

All staff will be consulted regularly about the policy and its implementation. All staff will receive communication about the standards of acceptable and unacceptable learner behaviour through the staff Handbook, College policies and through the on-going staff development programme.

The Learning Environment

At HCC we aim to develop an environment that nurtures positive behaviour and relationships. All staff at HCC acknowledge the importance of the physical environment in promoting emotional well-being, self-esteem and positive relationships. Therefore, classroom environments are carefully considered.

- Adults make the environment their own in line with teaching and learning and display/environment policies.
- Adults ensure rooms and displays are free from clutter and are well organised.
- Classrooms are organised to enable effective learning to take place.
- Resources are well organised and ready for lessons to promote independence and reduce unnecessary movement around the classroom. Enabling children to be ready to learn.
- Routines are established within the class and directions and instructions are always clear.
- Routines are consistent and children are aware of any changes.
- Seating and groupings are carefully considered to promote a positive learning environment and the individual needs of learners.
- Success and achievement is celebrated throughout lessons and within display.
- Lessons are structured to incorporate celebration and sharing of achievement.
- Opportunities are given for children to take on responsibility within the classroom.
- Voice, praise and positive language is used to develop relationships and raise self-esteem. Non negotiables are set within individual classes in line with the 'CARBS'.
- Positive planning to promote good behaviour
- Environments are carefully considered to promote positive working relationships and flexible grouping.
- Transition/movement around the classroom and from room to room is planned for to limit disruption.
- The curriculum is differentiated to ensure all children are included.
- Class teachers carefully plan for additional adults to ensure appropriate intervention and support.
- Opportunities are planned to praise children and celebrate achievement

Pre-School Phase Specific Behaviour for Learning

Positive behaviour is rewarded by:

- Stickers awarded by members of staff
- Verbal praise
- Certificates for major achievements
- Head of school stickers

- Sending child to Head of School or senior member of staff for praise
- We will encourage sharing and taking turns
- Staff will act as good role models
- Consult with older children about the rules and boundaries
- Help children to understand affects of their behaviour
- Value all children as individuals

Academic Achievement is rewarded by:

- Verbal praise
- Head of school sticker
- Sending child to head of school

The aims of our Behaviour Management policy are to help children to:

- Develop a sense of caring and respect for one another and their environment.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills and help children learn what constitutes acceptable behaviour.
- Develop confidence, self discipline and self esteem in an atmosphere of mutual respect and encouragement.
- Recognition needs to be given for good behavior, good manners, being kind and thoughtful, for being a good friend etc.

The Pre-school aims to provide a stimulating range of experiences and activities for children to make sense of the world through play. We recognise that busy children are less likely to behave in an unacceptable or antisocial way. We also recognise that we need to set reasonable rules and boundaries which all adults will maintain in the management of children.

We will:

- ◆ Use Traffic Light Cards with all children
- ◆ Have an area for the child/ren to sit and calm, using books, drawing or an egg timer to give children a visual understanding of the time
- ◆ Distract the child's attention

Parents/Carers will be informed of this and we will continue to work together to promote positive behaviour.

As a Pre-school we will work with outside agencies if need to help the individual child.

Primary Phase Specific Behaviour for Learning

The primary phase of Hailsham Community College follows the same expectations for children's behaviour. The focus of the children's behaviour is that it creates an atmosphere for learning and all staff promote this.

There needs to be a system that, as a whole school, we agree upon and is fundamentally the same across all the key stages. We need to reward all the children who make the right choices on a daily basis so when we have children who need extra support with their behaviour and they then need more than we already have in place, we will know we are rewarding those consistently following our rules. We also need to make it our aim to ensure everyone has a positive day and therefore need to build every opportunity for the children to 'turn things around'. To support this, in the primary phase, the day is divided up to morning and afternoon so everyone has a fresh start after lunch.

1. Recognition needs to be given for good behaviour, good manners, being kind and thoughtful, for being a good friend etc.
2. Children who need a warning, because they have already had one informal warning and behaviour has not changed, need to have their name added to a face with a straight mouth on the class whiteboard.
3. It is the role of the class teacher to try and prevent the learners going onto the next sad face. At this stage the child will need to go to Red Zone at playtime or lunchtime or the following day, if in the afternoon. This will be managed by the class teacher. Once it reaches this level it must be recorded on the behaviour records and parents informed.
4. If the behaviour still continues in class and there is some time until lunch or the end of the day, children need to be sent to a partner class to work. Children sent to work in another class **MUST** be sent with work that the children can do independently and an adult informed of why they are there and how long they must stay.
5. If the behaviour continues in the partner class, the child refuses to leave the class or the behaviour is of a serious nature then a member of SLT will remove the child and they will complete an internal exclusion with that member of SLT. The SLT member will inform the child's parent.
6. Positive behaviour will be managed and rewarded through Class DoJo. At the end of the week the child with the most DoJo's will be rewarded with a certificate in celebration assembly.
7. Teachers are free to add their own daily rewards, for example stickers, certificates, table points, table 'cups', small toys to add as a mascot and given to the individual or table working hardest/quietest/best work etc.

What if this is not enough?

For those who find behaviour difficult and are constantly on the sad face:

1. A yellow 1,2,3, sheet with 3 targets will be issued and they will be removed from having an impact on the class system (parents informed) – If this has a positive impact, after 2 weeks they will be returned to the class system. This will contain 1 target and will have room for comments

both by teachers/TAs and parents (who will also need to sign that they have seen it) – If this has a positive impact, after 2 weeks they will be returned to the 1,2,3 sheet with 3 targets. At the end of the week children need to go to a member of the SLT for discussion.

2. If there is still no improvement in behaviour then the child will move to a red report card (teachers/TAs/parents to comment/sign – similar to yellow report card). Parents will then be asked to attend a meeting and the possibility of exclusion will be discussed. – If this has a positive impact, after 2 weeks they will be returned to the Yellow report card

Red Zone

Red Zone is not the time for a nice chat and will take place in silence, in the classroom. Work or reading will be provided for the children to keep them occupied.

A register will be kept of all the children attending and again this will be monitored to look at individuals, clusters of children, which classes they are from and reasons for being sent. Children's parents will receive a text if they go to Red Zone.

Children who continue with defiant or rude behaviour whilst in red zone are to be sent to a member of SLT and will be put on internal exclusion for the next session.

This system is followed by all (Class teachers, TAs, INAs, office staff, cleaners, dinner supervisors, parent helpers, governors etc.)

Promoting Positive Behaviour and positive relationships

A reward system exists to promote self-esteem in our learners and to encourage them to be hard working and contributing members of the community. Whilst recognising the importance of consistency, the academy also acknowledges that at different stages within a child's life at school, different ways of rewarding positive behaviour and academic achievement may be appropriate.

Individual class teachers have developed their own reward systems in discussion with their class.

Positive behaviour is rewarded by:

- Stickers awarded by members of staff
- Verbal praise
- Certificates for major achievements
- Head of school stickers
- Sending child to Head of School or senior member of staff for praise

Academic achievement is rewarded by

- Verbal praise
- Head of school stickers
- Sending child to Head of School

Secondary Phase Specific Behaviour for Learning

Rewards and Recognition

We strongly believe that praise is the key to the success of every learner. Our aim is to increase self-esteem and raise achievement by rewarding adherence to the high standards of behaviour in the college community. We recognise and promote good and improved behaviour by learners through a system of recognition and rewards. These include the use of:

- Praise and positive feedback;
- Certificate and awards;
- Letters/post cards to parents/carers;
- Programme of public recognition reward events such as achievement evenings and assemblies;
- The HCC Recognition Scheme.

Our Recognition Scheme recognises the personal qualities of learners that they exhibit in lessons and around the College. The Scheme is an opportunity to not only identify these skills/qualities in the classroom but highlight their transferability to the workplace. Each of the skills is directly relatable to skills needed in the workplace or further education irrespective of the job sector. Below is an example of the different badges that can be awarded:

Stepping outside of comfort zone	Effort	Working with others	Resilience
			
Enrichment and community	Self management	Creative thinking	Commitment to Learning
			

Reward assemblies take place each term to celebrate the success of learners and to award badges and certificates. The top achieving students across each house will be recognised further and will be awarded priority and discounted access to the rewards activities throughout the academic year. In House assemblies across the academic year, certificates and praise postcards are awarded to a student who has demonstrated excellence during the past week. Students who receive these certificates are given small incentives such as vouchers for our canteen, cinema tickets or high street gift vouchers.

In addition to these rewards there are other incentives that take place for different aspects of college life. These include, but are not limited to, awards for attendance and progress. For each of these, students are recognised for excellence as well as for improvement.

Support and Early Intervention

The college closely monitors learner behaviour and puts in place strategies to support learners who show signs of developing a behaviour problem. This includes individual learners who may be at risk of disaffection or exclusion and who may require additional behaviour support because of a medical condition and / or safeguarding issues.

This may include the use of:

- Mentoring within the house system;
- Peer mentoring;
- Learner report system;
- The use of outside agencies;
- Curriculum provision;
- Teaching strategies;
- Home-learning and the use of 'Champions hour'
- Adaptations to timetables (for a limited period of time).

We will develop measures such as the learner report system to encourage learners to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

We will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the college.

Support Mechanisms

Where there are repeated poor behaviours displayed by a learner, Mentors, House Leaders and Pastoral Support Assistants (PSAs) will work with the learner on a one-to-one basis to encourage him/her to modify his/her behaviour. Other learners or staff will be involved depending on the behaviour that has been displayed. Close contact with parents helps to affirm expectations of appropriate behaviour and an Additional Needs Plan may be created to formally document any support and intervention required and to evaluate the effectiveness of it.

Expectations

Within the classroom (lessons or mentor time)

Classroom teachers are expected to use the College rewards policy where expectations are met and must ensure that the appropriate sanctions are followed through when expectations are not met. These include writing comments in the learner organiser, setting detentions, monitoring behaviour reports and passing required information to the mentor and House Leader.

During lesson/mentor time, all learners at Hailsham Community College must:

- Follow teacher instructions;
- Be punctual for all lessons within 3 minutes of the bell;
- Upon entering the room, go directly to their allocated table maintaining social distance measures between themselves and others
- Stand up behind their chair on arrival of the teacher and remain in silence until directed to sit down
- Arrive with all correct equipment, learner organiser out on the table;
- Wear uniform correctly;
- Be calm, respectful and kind to everyone at all times;
- Keep off-task conversations for social times;

- Allow themselves and others to work;
- Clean down their work space and any specialist equipment or resources that have been used at the end of teach lesson, using the resources provided to them;
- At the end of the lesson wait behind chairs in silence ready to be released from the room;
- Work to the best of their ability and attempt all tasks set.

Any mobile phones seen or heard in lessons will be confiscated as per the College Mobile Phone Policy.

Consequences

The following procedure is used within lessons by all classroom teachers where learners are disrupting the learning of themselves and others;

- Stopping progress 1 - **Board** -name on board
- Stopping progress 2 - **Cross** - name ticked on board
- Stopping progress 3 – The learner will be instructed to leave the room to go to the Intervention Facility (IF) where they will work for the rest of that lesson and an additional lesson . This Student will complete an after college 60-minute senior detention on the same day.

If a learner refuses to leave the room or refuses to make their way to IF, they will be given a 1 day Fixed-term exclusion and they will then complete the IF sanction with a 60-minute senior detention on their return.

The role of the Director of Learning (or House Leader during mentor time) is to support the classroom teacher in ensuring that these expectations are met. Their responsibilities include:

- monitor learner behaviour across their department and taking action where necessary
- analyse the behaviour data for their department to determine areas of concern
- organise and develop the use of departmental strategies such as detentions, rewards, letters home and subject reports
- support and guide classroom teachers in their management of learners
- ensure that grouping arrangements are effective in supporting staff to manage learner behaviour
- ensure that departmental schemes of work meet the needs of all learners and engage learners and its values and ethos underpin all aspects of the behaviour of learners and staff.

Expectations within the corridors/on stairways

Learners must:

- Follow directional stickers on the floor, maintaining a one-way system
- Not eat food or drink in the corridor
- Move quietly and calmly - no running, pushing or shouting
- Remove hood and hats

Consequences

If a learner fails to meet these expectations, they will receive a senior detention to be completed on that day.

Expectations on college premises (before/after college, breaktime/lunchtime)

Learners must:

- Wear the college uniform correctly as per the Uniform Policy

- Ensure that mobile phones and all electronic devices are turned off and out of sight once a learner enters the college site. This must remain the case until a learner leaves the college site at the end of the day
- Arrive at mentor room for 8.45am
- Be punctual for all lessons within 3 minutes of the bell
- Only enter a classroom when a member of staff is present and has instructed them to do so
- Not be physically or verbally abusive to another learner
- Learners understand that the ‘CARBS’ apply throughout the day and in all areas of the school. Warnings are given for breaking the rules.
- Learners, in the primary phase, that consistently demonstrate poor choice behaviour on the playground are directed towards a lunch time club, until it is decided that they can return to the playground.
- Learners ensure a calm arrival at school and a calm start to the day children are expected to arrive at school and enter the building quietly. At the end of the day there is an expectation for children to leave quietly and safely.
- Swearing of any kind will not be tolerated.

Consequences

If a learner fails to meet these expectations, they will receive a minimum of a 20-minute lunch time detention to be completed on that day, with the consequence increasing dependent on the severity of their actions.

Detentions

The college uses a range of detentions as a consequence to poor behaviour. These include:

- House Leader detentions
- Lunchtime detention
- Subject Teacher detention
- Director of Learning detention
- Senior detention (30 minutes or 60 minutes)

Detention outside College hours

Parental consent is not required for detentions

The college will inform parents of the detention in most instances unless it is a short after school detention.

Please note it is the parent’s responsibility to arrange suitable travel arrangements, and the College does not have to have due regard to any inconvenience this may cause, however, consideration will always be given to a learner’s safety. If it was considered that to impose the detention would put the learner at risk, or that the circumstances deemed the detention to be unreasonable then an alternative date and time for the detention could be imposed.

Non-attendance at detentions will result in one of the followings (dependent on individual circumstances):

- **A 60-minute Senior detention;**
- **Internal exclusion – in the Intervention Facility (IF);**
- **External Fixed-term exclusion.**

Reports

Learners are responsible for their reports and must ensure they give their report to the teacher at the start of each lesson. Learners are expected to achieve a grade 1 or 2 on their report. If a learner is given a grade of 3 for any target they will be given a 30 minute detention. If a learner is given a score of 4 for any target they will have a 60-minute senior detention. A lost or incomplete report will automatically result in a 60-minute senior detention.

The completed report will be handed to House Leader and filed in the learner's file.

Subject Reports	For learners who are not meeting teacher expectations in lessons. Parents/carers will be contacted. Learners who do not improve their behaviour will be subject to Director of Learning intervention. Parents/carers should be asked to attend a meeting to discuss the issues.
House Leader Report	Learners may be placed on House Leader report for serious breaches of the college rules or concerns about progress across a range of subject areas.
Senior Leadership Report	Learners will be placed on Senior Leadership Report when the required improvement is not seen on House Leader Report.

Dealing with severe behaviour

Learners will not always behave in the way we may wish and we will then implement consequences which are two-fold:

- To correct inappropriate and poor behaviour.
- To allow learners to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future.

Importance of immediate action

It is vitally important if an incident of a severe nature occurs that the perpetrator is not left in circulation around the College. By removing a learner from circulation, immediately:

- The victims of any violent or bullying behaviour will feel supported and taken seriously.
- A member of staff who was sworn at or grossly defied will feel supported and that the situation was taken seriously.
- The learner who has behaved in a severe manner will realise that the incident will be investigated and there will be a consequence to what she/he has done.
- There is a clear message given to other learners that the behaviour of that learner has been deemed as severe and the incident will be fully investigated, and appropriate action will be taken.

Informing parents

If a severe incident has occurred, parents need to be informed promptly. Even if a situation is not clear because it has not been fully investigated, it is important parents of victims **and** perpetrators are informed before a child goes home. They can then be assured that the incident will be investigated, and parents will be kept informed

Investigations into incidents of a severe nature

Any incidents of a severe nature need to be investigated thoroughly so that the victim and the perpetrator both know that they have been fairly dealt with. Written accounts from both victim and perpetrator are important. Witness accounts are very useful to confirm versions given by either party. Although these investigations take up a huge amount of time, it helps to clarify the circumstances of the incident and then helps to ensure that the evidence is acted upon fairly.

Referrals to external support may be made including liaison with the Police Schools Prevention Officers. The College has a **zero tolerance** on incidents involving weapons or drugs.

Behaviour Review Meetings

At the heart of the Behaviour for Learning Policy is a principle of Behaviour Review Meetings (BRMs) at all stages of the process.

For a serious incident or persistent poor behaviour, learners will be required to attend a behaviour review meeting with key staff prior to returning to lessons. The behaviour review meeting will explore the incident and require the learner to consider how they can prevent such incidents reoccurring. Learners will be expected to acknowledge the need to modify their behaviour and to provide an apology to the member of staff who was teaching the learner when the poor behaviour occurred.

Behaviour review meetings will take place during senior detention at the end of the College day whenever possible.

Where behaviour reviews are successful, learners will be returned to lessons. Where the behaviour review does not achieve an appropriate outcome in which learners take responsibility for their behaviour, learners will work in IF for that lesson until an appropriate behaviour review is achieved.

Learners with Additional Needs (Learning Hub)

The Learning Hub is primarily run to help support learners who have additional learning needs. The HUB is managed by the college SENCO who is able to coordinate a range of supportive measures and intervention that is required in order to best support learner learning needs.

Confiscating Items

All staff have the right to confiscate items which learners are not permitted to bring to College and / or are disrupting the learning environment, (this includes items that contravene the uniform policy of the college). Any items confiscated will be given to learner support and can only be collected at the end of the College day by a parent/guardian from reception.

The following items **WILL NOT BE RETURNED** and may be passed to the police or disposed of.

- Smoking materials including E-cigarettes / vapour type smoking devices.
- Alcohol
- Pornography
- Drugs (including prescription if not prescribed for them)
- Substances that are or appear to be illegal or dangerous.

Searching Learners - Searches with and without consent (Education Act 2011)

Only members of staff authorised by the Principal have the right to search items where they reasonably suspect that the items have been, or could be, used to cause harm, to disrupt teaching or break the College rules.

Searching with consent – College staff authorised by the Principal may search with the learner’s consent for any item, whilst noting that the ability to give consent may be limited by age or other factors.

Searching without consent - Authorised staff may only search without the learner’s consent for anything which is either ‘prohibited’ (as defined in Section 550AA of the Education Act 1996) or appears in the College rules as an item which is banned. Searches without consent can only be carried out on the college premises, or, if elsewhere, where the authorised member of staff has lawful control or charge of the learner, e.g on a college trip.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- 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 the property of, any person (including the learner).

In carrying out the search:

The authorised member of staff must have reasonable grounds for suspecting that a learner is in possession of a prohibited item i.e. an item banned by the College rules and which can be searched for.

The authorised member of staff should take care that, where possible, searches should not take place in public places e.g. an occupied classroom, which might be considered as exploiting the learner being searched.

The authorised member of staff carrying out the search must be the same gender as the learner being searched; and there must be a witness (also a staff member) and, if at all possible, they too should be the same gender as the learner being searched.

There is a limited exception to this rule:

Authorised staff can carry out a search of a learner of the opposite gender including without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Extent of the search:

The person conducting the search may not require the learner to remove any clothing other than outer clothing.

Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear (outer clothing includes hats; shoes; boots; coat; blazer; jacket; gloves and scarves).

‘Possessions’ means any goods over which the learner has or appears to have control – this includes desks, lockers and bags.

A learner’s possessions can only be searched in the presence of the learner and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Use of reasonable force – force cannot be used to search without consent for items banned under the College rules regardless of whether the rules say an item can be searched for.

Use of Reasonable Force

The term “reasonable force” covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with learners. Force is usually used either to control or restrain, which could range from guiding a learner to safety by the arm to more extreme circumstances such as breaking up a fight or where a learner needs to be restrained to prevent violence or injury. Reasonable in the circumstances means using no more force than is needed.

Control means either passive physical contact, such as standing between learners or blocking a learner’s path, or active physical contact such as leading by the arm out of the classroom. Restraint means to hold back physically or to bring a learner under control. It is typically used in more extreme circumstances, for example when two learners are fighting and refuse to separate without physical intervention.

All members of staff have the legal power to use reasonable force to prevent learners from committing an offence, injuring themselves or others, or damaging property. Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

The Headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes
- Fireworks
- Pornographic material
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff are able to search for all items listed as prohibited, reasonable force will only be used, if necessary, to search for the items listed above.

The decision whether or not to physically intervene is down to the member of staff’s professional judgement and will depend on individual circumstances.

All Staff are expected to adhere to the Staff Code of Conduct and in line with statutory guidance Hailsham Community College adheres to the principle that force is not used as a punishment in any circumstances.

Exclusions

Internal exclusion

If a learner has gone through the initial stages of the behaviour policy and/or has refused to attend a senior detention he/she will be internally excluded from lessons for a minimum of two lessons including breaks and lunchtime. They will also have a 60-minute senior detention. Internal exclusions take place in one of the Intervention Facilities which includes IF.

Fixed-term exclusions

Fixed-term exclusions are used as a last resort if other interventions have failed. If a learner persistently behaves inappropriately and all the support mechanisms have been tried without making any difference to behaviour then a learner may be sent home for a fixed period of time. Work to be completed at home will be set on Firefly or emailed to a learner's email account for the length of the fixed term exclusion.

Reintegration after exclusion

If a learner is excluded from college, there will be a requirement for parents/carers to be seen by a Senior member of staff and House Leader or PSA, depending on the length of the exclusion or the seriousness of the severe behaviour, before they are re-admitted into college. At this meeting, arrangements are made for a successful return to the college which will include an agreed behaviour contract. Learners who have been excluded will automatically be placed on report so that their behaviour can be monitored.

Re-engage

For a learner repeatedly going into internal exclusion or failing to respond to a HL or SLT report, a short-term behaviour intervention programme will be used as requested by the learner's House Leader. This intervention will run from **2pm-5pm**, for a period of 1-3 weeks. Learners will study a core + curriculum supported by a teacher.

Alternative Provision

For learners who require alternative provision to the mainstream curriculum offer due to behaviour concerns, a planned programme of study is identified and reviewed on a regular basis in conjunction with the individual learner, parent/carer and behaviour team. Where appropriate reintegration programmes are worked out with relevant staff to ensure a successful transition between alternative provision and mainstream study. This provision may include part-time timetables for a slower reintegration period and/or the chance for a more inclusive programme of study (Aspire) to help the learner feel as though she/he belongs to the College.

Permanent exclusion

The permanent exclusion of a learner is a stage of the behaviour system that we rarely wish to get to, as it usually signifies that a great deal of time and effort which has gone into 'including' the learner into the College community, has not modified the behaviour of the learner. We would therefore only consider a permanent exclusion if we were sure that we had tried everything to keep the learner in College. If a learner has exhausted all our support measures then permanent exclusion would be undertaken, with a parent having the right to appeal if they felt that the exclusion was unfair.

The College operates a policy of zero tolerance of violent acts. The Principal and Governors will consider the sanction of permanent exclusion for all serious acts of violence, including one-off incidents of a serious nature. The College has a **zero tolerance** on incidents involving weapons or drugs.

Alternatives to Permanent Exclusion and Directed Placements

The College follows ISEND Guidance on 'School to School placements' in order to prevent fixed term and permanent exclusions. Therefore, the College will sometimes work with other local mainstream schools to provide a package of support for an individual, and in some instances, to enable the learner to successfully integrate into another mainstream school setting instead of having a permanent exclusion on their record. The guidance is available to view on request, and includes information regarding temporary School to School placements, intervention via College Central, or a permanent move to another mainstream setting within the local area.

Powers of Direction

In some circumstances these placements may not necessarily have been agreed in advance with parents, or indeed the parents/carers may not be supportive and therefore powers of direction may be needed; DFE 'Alternative Provision – Guidance for Local Authorities' January 2013 provides details on the powers and responsibilities maintained schools have in using off-site provision to improve learners' behaviour. These powers come from 'Section 29A of the Education Act 2002', introduced by the 'Education and Skills Act 2008'; as required by this Act, the Secretary of State then made regulations in 'The Education (Educational Provision for Improving Behaviour) Regulations 2010'. This legislation does not apply to Academies; Academies can arrange off-site provision for similar purposes under their general powers as set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice. Maintained schools and Academies should ensure that their Behaviour Policies reflect the different types and purposes of placements, along with the possible use of 'Powers of Direction'.

Monitoring of Behaviour across the College

Monitoring is an essential element in our approach to college improvement. Our monitoring of behaviour and attendance ensures that we measure the ongoing effectiveness of all aspects of our behaviour and relationships policy. We do this through the following approaches:

- Teacher's ongoing records of learner behaviour in lessons recorded on class charts
- Individual behaviour logs – 123 sheets, Yellow/Red Report cards
- The use of Class charts
- Rewards and incentives
- Exclusions
- Racist incidents

Information gained through ongoing monitoring ensures a continual process whereby we can evaluate the effect of all actions and adjust accordingly.

Removal from Trips/Visits

The College reserves the right to remove learners from attending a college visit or event, or representing the College in any capacity, if their behaviour is causing an ongoing concern. This is not limited to a one-off serious incident and may therefore be due to cumulative events that have led to a significant

amount of behaviour points, health and safety concerns or concerns regarding a learner's ability to be a positive ambassador for the College.

Learners who are considered to be persistently absent due to unauthorised absences may also be prevented attending such visits, events, or representations. The College will always endeavour to support learners through interventions prior to removing them from an activity.

Anti-bullying Procedures

Bullying is taken very seriously at our college. We have clear procedures that are in the **Anti-bullying Policy** to ensure that action taken by staff is consistent.

The policy is supported through the curriculum, in assemblies and through the pastoral programme. Learners also complete a Relationships Survey which explores the perceptions and experiences of bullying. The feedback received is used to review our policy annually as well as ensuring our mentoring and PSHE programmes covers key topics of learner concern.

