



Behaviour Policy

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This policy is written regarding the Academy's legal duties under the Equality Act of 2010.

Access

This document can be accessed by students, parents/carers, teachers, support staff (teaching and non-teaching) and governors. It is monitored throughout the year and evaluated annually. It is a working document that aims to be clear and concise.

Mission Statement

“Be Inspired and Achieve Together”

Rationale

Behaviour policy and practice at Arnold Hill Academy is based on the principle of **respect**.

Our mission statement can only be realised through creating the conditions in which learning, creativity and innovation can flourish...

An outstanding ‘Quality of Education’ requires a secure, supportive and structured environment. Positive behaviour and attitudes to learning amongst the whole Academy community are an essential foundation for students’ academic attainment and progress, and their wider development as young people. Everyone in the Academy community has the right to feel respected, valued and safe and the Academy has a duty to promote, nurture and protect good citizens for our local and wider community.

Our behaviour policy is designed to ensure that we develop a culture (what we do) that promotes a highly positive environment, in which, everyone can thrive (reflecting our mission statement). This positive culture is modelled in our actions that enable the development of a positive climate (how we behave) which, in turn, promotes the underpinning ethos of **respect** in all its guises.

At Arnold Hill Academy, we have the **highest** expectations of students’ conduct, and we regulate this so that good behaviour, self-discipline and respect for others are the norms, so that incidents of bullying or disruption to learning are rare. We also aim to educate young people about expected standards of behaviour and where students fail to meet these expectations, to take the opportunity to teach them how to behave.

The Academy is committed to helping every student to be the best that they can be; the best version of themselves. Our systems are established in order to focus on positive culture development with sharp clarity on operational effectiveness that celebrates achievement, promotes consistency and a sense of fairness.

We believe that high quality teaching and relationships are based on **respect**, this underpins positive attitudes to learning in the classroom and good conduct around our Academy in general. We are committed to getting to know our students and developing the highest quality interpersonal relationships. We are also committed to managing

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student behaviour in an emotionally literate way and seeking, where possible, to provide students with opportunities to get things right and make amends.

Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour (Education Endowment Foundation -Improving Behaviour in Schools-2019)

In order to encourage good conduct and a positive attitude to learning in our Academy, we believe that rewards are as important, if not more important, than sanctions. The intrinsic reward of enjoying learning is the most powerful way to manage behaviour, and therefore we use praise and recognition as a key positive behaviour management strategy. We also focus on a process not outcome model of regular praise, rewarding students who consistently show respect, have positive attitudes and demonstrate outstanding effort.

Our positive approach is also fundamentally important in developing a sense of positive identity with our Academy and the wider community; a sense of belonging and a real sense of 'being proud to belong'.

We reward students' daily efforts for 'doing the right thing' through an e-positive points system. These are instantly available for students and parents to view, and this reinforced positive conduct, building positive culture.

We also run 'The Arnold Hill Pledge Award'. This is designed to recognise that academic, sporting, creative, vocational, leadership and voluntary/community and personal success are achieved through hard work, dedication, and resilience and helps students to develop skills and qualities across important aspects of life, building their cultural capital. Additionally, we offer students extrinsic rewards in the form of certificates, badges, postcards, specialist ties, letters home, gift vouchers, priority activities on Trips day, non-uniform days and subject prizes at Achievement evenings.

We recognise that there needs to be a balance between the needs of the individual with the needs of the wider Academy community. Whilst we work hard to modify inappropriate behaviour and support students with behavioural difficulties, the educational rights of any individual are not absolute. There is a point at which concern for the many will outweigh those of any one individual.

Where possible, restorative justice approaches will be used in support of Academy sanctions. These will focus on the importance of being honest/reflective, taking responsibility for our actions, acknowledging harm, repairing damage and reintegrating the student as quickly as possible into the Academy community. These approaches reflect fundamental British values (respect, tolerance, liberty, democracy, rule of law) and thereby better prepare students for the world outside school. Restorative conversations will take place as a matter of course in order to support students in taking responsibility for their own behaviour and the development of positive relationships with others. Our expectations of behaviour are clear and simple and communicated with students and parents/carers regularly through our daily interactions, but additionally, through the website, assemblies, work in tutor time and Guidance.

Principles

The Academy has one simple overarching principle that underpins our culture. This is the principle of **respect** and incorporates the Arnold Hill Way

- Respect for Learning
- Respect for The Academy
- Respect for Others
- Respect for Yourself

Statement of Rights:

In this Academy everybody has the right to be:

- safe and feel safe
- respected as an individual
- valued as an individual
- treated with kindness



This means that no one should be treated unfairly (discriminated against) because of:

- appearance
- age
- gender
- ability/disability
- race
- beliefs/religion
- sex/sexual orientation
- accent
- or for any other reason

Everyone has a responsibility to treat everyone else in accordance with these rights.

The Learning Environment:

Students come to school to learn and all students will be expected to follow this code. Students have the right to be taught in a well ordered, safe, healthy and clean environment. Positive behaviour is expected to enable effective teaching and learning to take place. Students should arrive at every lesson promptly, fully equipped and with any homework completed.

- Arnold Hill Academy expects the highest standards of conduct.
- These standards need to be maintained. In order to find out how well students are behaving senior and other staff visit lessons daily and have a high presence around the Academy site at unstructured times.
- The Pastoral Team, supported by other staff and teams, identify concerns as soon as patterns emerge.
- Electronic systems are crucial in providing an accurate picture.

Our Expectations:

Behaviour expectations for students are based on the following:

Respect for learning: Students are expected to demonstrate behaviour that allows the teacher to teach and other students to focus on learning. They should be prepared for learning, bring the correct equipment and complete homework to the expected standard. Students should work to the best of their ability and demonstrate that they value learning and wish to make progress. All students should aim to have high attendance (above 96%), be punctual at the beginning of the day and for all lessons.

Respect for others: Students should be polite/well-mannered and courteous to staff and other students, always using positive appropriate language. They should respect people's personal space and privacy of belongings – not touching other people or things without permission. Students should respect people's rights not to be teased or bullied and do the right thing reporting any behaviour(s) that violates others' rights. They should respect people's uniqueness and differences, demonstrating acceptance and appreciation, valuing everyone who is part of our Academy community. Students and all members of the Academy community should respect others online and if/when using social media in line with acceptable use policy and agreements.

Respect for the Academy: Students should respect all Academy staff, regardless of their role and always cooperate with them: in lessons, around the site and during off-site activities. Students should wear the Academy uniform properly and with pride. They should ensure their behaviour contributes positively to the Academy's positive reputation both whilst on-site and in the wider community. We expect all students to consistently demonstrate respect for the environment and Academy resources.

Respect for Self: We expect students to show respect for themselves and strive to be the best that they can be; to consistently try hard and approach learning with a positive attitude. Bullying is not acceptable and will be treated as a breach of the behaviour policy and sanctioned in line with our Anti-Bullying Policy.



- All members of staff are expected to promote our ethos of respect and the development of an ever-improving culture and climate; to have a positive approach to the development of interpersonal relationships and to respond to, and deal effectively with negative behaviours, modelling what is expected. All staff have a responsibility to support positive behaviours in our Academy
- Teachers and other staff who facilitate learning are expected to plan and deliver high quality stimulating lessons/sessions which allow all students to engage and make progress.
- Heads of Faculty and Subject leaders are expected to know what the standard of behaviour is like in their teams, to build on strengths, support positive behaviours and intervene if they are concerned
- Support staff are expected to reinforce the highest standards of behaviour across the Academy, using positive approaches and nurturing a culture of respect
- Tutors are expected to monitor the conduct of their tutees, to build on positive attitudes, high degrees of effort and to reinforce positive conduct through praise and other rewards. They are also expected to intervene and support where conduct does not meet highest expectations
- Heads of Year and other members of the pastoral team are expected to have an overview of student conduct either in their year group, or within the context in which they work and to implement strategies that support the development of a positive culture/climate which ensures the highest standards.
- The Leadership Team is expected to have an overview of conduct across the Academy, to formulate and evaluate policy and systems to support the development of a positive culture/climate which ensures the highest standards. Additionally, they are expected to work with key staff to develop positive culture and respond to aspects where expectations are not being met, intervening as required where concerns emerge.
- The Governors and Trust (SAT) are kept informed of patterns of behaviour across the Academy and work with SLT to evaluate and monitor these key aspects of provision and outcomes.

Praise and Rewards: (The Key to Achievement and ongoing success)

We seek to enhance motivation and commitment to learning; building positive life-long habits. This means that rewards matter. Verbal praise and encouragement are used extensively throughout the Academy. We strive for a balance of **5** positive interactions against one that might be 'corrective', following research on what supports a positive culture in schools. We also support achievement using positive language, positive feedback written in students' books and, daily, through use of **Class-charts**. This enables the reinforcement of students' behaviour that consistently demonstrate:

- Respect
- Positive attitudes
- High degree of effort

Daily praise updates received by students and parents that give electronic notification of successes, facilitates the further development of an ever-evolving positive culture.

There are formal rewards at specific intervals (see Appendix 5) for students who secure identified totals for showing respect, having a positive attitude and/or giving high degrees of effort.

Other formal systems to reward students are in place across the Academy and within each Year Group but everyone at Arnold Hill Academy should remember that most students are eager to please and eager to be successful. They deserve to be congratulated and spoken to in an encouraging way. Other formal systems/events include:

'Shining Brightly Assemblies':

At Arnold Hill Academy we recognise and celebrate students who are 'shining brightly' through a rewards assembly for each year group at the end of the first half term of each term. The assembly celebrates students who are 'shining brightly' in various categories including: sporting achievements, curriculum achievements, extracurricular involvement, high attendance record, outstanding punctuality, achieving a high number of positive points, Tutor nominated awards, Pledge Awards and Headteacher commendations.



Top 100 Assemblies

The students who are identified in the top 100 of their year group – this is made up through their effort grades for all subjects, attendance and punctuality, attitude – from positive points and academic performance – Those who are making good progress (target v actual grades). All of these are averaged and ranked to give a point score. The information is also used to celebrate achievement and inform the annual Achievement Evenings.

Achievement Evenings:

Achievement Evenings showcase the ongoing achievements of our students. These are held annually. Parents/Carers are invited. The evenings are held to celebrate all that is good about the year group and are as inclusive as possible. They focus on ongoing success and achievement, respect, attitude and effort.

Rewards Breakfasts

Rewards breakfast are a chance to celebrate achievements and reward students for good attendance and punctuality (these are held each term). They will also be used for rewarding the number of positive points during the focus fortnight periods which will run throughout the year based on our positive points.

End of Year Rewards Trips

Students who have good attendance, gain a high number of positive points, fewer behaviour points and do not experience disciplinary actions will be invited on the Academy rewards trips.

The Importance of Students Leadership, identity and belonging

The Academy develops student leadership across all aspects of its provision including the School and Year group councils.

Subject areas also provide leadership opportunities in formalised structures that facilitate personal development and a positive contribution. There are also specific whole school student leadership roles such as Year 12 'Green-shirts' and prefects. These roles allow students to develop their leadership skills and immerse themselves fully in the life of the Academy; tangible student voice and involvement. In turn, this facilitates an increasing sense of positive identity and belonging for the whole Academy community

Alumni

To promote aspiration and identity, the Academy ensures that we make our post-16 and Academy leavers high profile in our Alumni association, celebrating the ongoing successes of our students with a focus on the positive attitudes and effort required to continue success in further education, training and employment. This is important in promoting respect and a positive culture.

Negative behaviour

We recognise that some students' behaviours will not meet our highest expectations and we understand that the reasons that students exhibit negative behaviours is multi-faceted. As adults, we respond professionally to these interactions, events and situations, remaining calm and dealing with problematic behaviours with a high degree of emotional literacy to elicit positive outcomes and de-escalate problematic situations.

We adopt a 'consequence system' for students whose conduct does not meet our highest expectations. The principles of which are:

- Simplicity
- Well understood
- Consistently applied
- Transparent

This system is universally applied by all staff across the Academy:

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Sanction- Classroom (lesson)	Sanction elsewhere	Examples	Rationale
C1- verbal <u>reminder</u> to show respect Remind of previous good conduct where possible and re-assert expectations NOT displayed	C1- verbal <u>reminder</u> to show respect Reminder of previous good conduct where possible and re-assert expectations	Talking out of turn, low level disruption, Eating in corridor, shirt out	Focus on respect <u>Reminder</u> not 'warning' Displaying sanctions on a 'board' often gives students the attention they desire
C2- not responded positively to C1 reminder- Sent out -2 minutes reflection Remind about what is expected and about importance of respect for...record negative behaviour point on CC/SIMS with a short restorative conversation after lesson or convenient point. Invite back into lesson having re-stated expectations and reminders and desire not to escalate to C3. C2 can also be given for factors which affect learning in classroom e.g. not organised for learning, not completing learning tasks etc. <u>Note: multiple students should not be sent out at the same time on a C2</u>	C2 one-off negative behaviour above a reminder, or after reminder Remind about what is expected and about importance of respect for...record negative behaviour point on CC/SIMS with short restorative during that time if possible.	-Minor rudeness to member of staff, e.g. arguing -riding bike on site -running in corridors	Focus on respect Puts staff in charge of negative conduct and able to address it. Restorative to enable reflection and re-establishment of positive relationship.
C3- not responded positively to C2- continued lack of respect 30-minute after school detention next day, recorded on CC/SIMS- 2 points, call/email home, Student made a choice to continue behaviour which demonstrated a lack of respect for...Restorative conversation for first 5-10 minutes of detention with member of staff allocating sanction where possible or alternate time Rest of detention is quiet reflection with written task/and/or homework	C3 one-off more serious negative behaviour. 30-minute after school detention next day, recorded on CC- 2 points, call/email home, ...behaviour which demonstrates a lack of respect for...Restorative conversation for first 5-10 minutes of detention with member of staff allocating sanction where possible or alternate	-Pushing and shoving of others -accessing areas of school building not permitted	Member of staff issuing detention has to have ownership of behaviour- first 5-10-minutes of detention is restorative conversation, where this is possible, if not alternate time that is convenient
C4- not responded positively to C3 or one-off negative behaviour. <u>Learning cannot continue</u> - Removed by on-call and taken to on-call room 45-minute after school detention. Same day (except Wednesday), recorded on CC/SIMS by staff issuing. <u>Staff in On-call room</u> to contact parents to inform of detention/ask PSU if busy – 3 points, call home by staff issuing-to explain incident. Restorative as above where possible or alternate time	C4- serious unstructured poor behaviour- e.g. dangerous conduct 45-minute after school detention same day (except Wednesday), recorded on CC/SIMS – 3 points, call home-parents informed by staff issuing. Restorative as above where possible or alternate time	-climbing a fence- dangerous behaviour on staircase -Failed a C3	Instant sanction for more serious negative behaviours is more effective
C5- SLT detention-60 minutes Friday-multiple detention issues and/or not attending detention. Students collected by Pastoral Team, recorded on CC/SIMS (4pts), parents informed	C5- SLT detention-60 minutes Friday- multiple detention issues and/or not attending. Students collected recorded on CC (4pts), parents informed	-Failed to attend C4 -persistent punctuality issues -HOY referral	Sweep up all sanctions at the end of the week to start with 'clean slate' following week



Isolation (IEU)- Isolation for part/all day, but supervised breaks* with restorative session at end of day and behaviour intervention follow up	Isolation (IEU)- Isolation for part/all day, but supervised breaks* with restorative session at end of day and behaviour intervention follow up	-Not attending SLT -HOY referral	Progressive sanction
Pre-Exclusion Meeting Partner exclusion Fixed term Exclusion (1-5 days) Ramsey House PT Ramsey House FT PX AP PT PX AP FT PX	Pre-Exclusion Meeting Partner exclusion Fixed term Exclusion (1-5 days) Ramsey House PT Ramsey House FT PX AP PT PX AP FT PX	Various and determined in consultation with DHT/AHT (Culture) Pastoral Team and HoF as appropriate	Return from Exclusions involve re-admission meeting, targets set in support plan, RH re-integration and Review meeting date set

Consequences C1→ C5

The consequence system is designed to allow students to modify their own behaviour when it does not meet expectations. So that, in theory, a minor breach of expectations should not progress beyond a C1 ‘reminder’, however, more serious breaches of expectations, especially those that affect the health and safety of others, will immediately incur a higher consequence, for example a C3 or a C4

Negative behaviour beyond a C5

Most minor disruptions in lessons and negative conduct around the Academy buildings will cease due to effective classroom management and high and effective staff presence on duty, supported by student leadership. However, there will be occasions when a more formal response to negative behaviour is required beyond the C-system at C5+.

The Academy reserves the right to utilise the following sanctions where a student has not responded to our efforts to support them to modify negative behaviour and/or meet our highest expectations, including those where provision for a student’s education is made offsite. These sanctions are usually progressive, and again, are designed to clearly identify unacceptable conduct, deploy relevant, appropriate support and avoid escalation. Exclusion is used as a last resort, and prior to exclusion, The Academy uses isolation, pre-exclusion meetings and partner exclusion/isolation to prevent fixed term exclusions. The Academy will make professional judgements about sanctions according to context and this may mean more severe sanctions used immediately in the event of serious negative behaviours

1. Some Faculties, where possible, use short term Faculty parking following repeated negative conduct to modify problematic conduct; this is encouraged as a preventative measure, to re-engage students in their learning
2. Isolation (IEU) intervention by The Pastoral and Senior Leadership Team.
3. Pre-exclusion meeting with parents/carers
4. Partner exclusion- a period of isolation (IEU) at one of our partner schools
5. First Fixed- Term Exclusion followed by readmission meeting with Head of Year and link Senior Leader that focuses on specific intervention to support reintegration
6. Second Fixed - Term Exclusion followed by readmission meeting with Deputy Head Teacher (Behaviour) and Head of Year that focuses on specific intervention to support reintegration.
7. Third Fixed- Term Exclusion followed by readmission meeting with Head Teacher and Deputy Head Teacher/HOY that focuses on specific intervention to support reintegration
8. Fourth Fixed –Term Exclusion followed by readmission meeting with Head Teacher and Governor that focuses on specific targets to support reintegration.
9. Part Time Internal Alternative Provision (Ramsey House)
10. Full Time Internal Alternative Provision (Ramsey House)

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11. The Senior Leadership Team explores short or longer term external alternative provision with parental involvement.

12. Permanent Exclusion.

For one-off serious incidents, exclusions and representatives at readmission meetings will differ from the above stages in accordance with the nature of the incident.

Serious one-off incidents above a C5 will be recorded on Class-charts and dealt with in consultation with the Pastoral Team, with clear communication to all parties involved. Examples of more serious incidents include:

- Escalating non-cooperation including refusal to follow instructions
- Persistent disruptive behaviour
- Anti-social behaviour
- Assault on another student
- Bullying
- Damage – property or the school premises
- Fighting or instigating a fight
- Theft
- Verbal abuse towards another pupil
- Verbal abuse – adult
- Threatening behaviour
- Truancy
- Racist incident/comments
- Prejudice incident/comments

The Steps to Success is the whole school report card system led by the Heads of Year. It focuses on improving behaviour for learning in lessons and across the Academy. (Appendix 4)

'Pastoral Team: Behaviour Pathways' are used to support students whose negative behaviour is affecting their learning and the learning of others. The Behaviour Pathways focus on avoiding exclusion from the Academy and support a positive learning environment for all. Behaviour Pathways are communicated half termly by the Pastoral Team to all teachers and support staff. The pathway includes a readmission following exclusion with:

- the relevant Head of Year and Assistant Head of Year/SLT link
- HOY and Deputy Headteacher
- HOY and Headteacher
- HOY, Headteacher and Governor

Following fixed term exclusions, targets are set, review dates established, and the student moves one place up the behaviour pathway.

'Class-charts' – This software is used for setting home learning so that students, parents and staff all understand requirements and deadlines. Non-completion of home learning will be dealt with through Faculty areas.

Duties and Informal Contact

Not all negative behaviour takes place in the classroom. Arnold Hill Academy takes poor conduct seriously, wherever and whenever it takes place. It may be that the school is not able to intervene in some circumstances but students need to be aware that any incidents that take place on the school site, on the journey to and from school, or when our school uniform is worn will be followed up. We also expect parents to support positive conduct when travelling to and from the Academy as outlined in the home-school agreement.

- Staff are expected to be on duty, on time, in designated places.
- Duties are important and staff should arrange cover for known absences
- Staff should be pro-active and use duty times to positively engage with students.
- Staff should adopt a calm, de-escalating approach to any negative situations/incidents.
- An active adult on duty can prevent many negative behaviours including smoking (illegal, including e-cigarettes), bullying (hugely damaging to individuals), fighting (damaging to individuals and the reputation



of the Academy), dropping litter (creates work for premises staff and damages image of the Academy), leaving the site (contravenes safeguarding responsibilities), being in an un-authorised area (unsafe).

- Students should be able to rely upon staff to help keep them safe.
- Staff should be able to rely upon students to show common sense and respect for each other and the Academy.

Staff Support

Support is offered to all staff. Staff are encouraged to work together to solve problems regarding behaviour. Staff are encouraged to develop skills to promote positive behaviour and to deal with negative behaviour, through continued professional development. Support to promote positive behaviour and attitudes is provided through the formal CPDL programme, and, at an individual level through mentoring, coaching and peer support.

Monitoring and Reviewing

The policy will be under constant monitoring with an evaluation of its effectiveness undertaken by the leadership and management team of the school. Regular reports are provided for the Governing body. The evaluation will inform any modifications regarded to the policy. This will be undertaken regularly to ensure that the policy is effective. The monitoring of rewards and sanctions will be recorded and checked by the Pastoral Team.

Summary - The importance of respect

An Academy where there is respect for others, for learning, for the Academy itself and where self-respect pervades is one which has a very positive culture and climate. In this environment, we can all 'be inspired and achieve together'

Appendices.

1. Respect 'what it looks like'
2. The Language of respect
3. The Arnold Hill Way
4. Roles and responsibilities of staff involved in leading on Culture and behaviour
5. Rewards Systems
6. Confrontations with Students: Guidelines
7. Restorative conversations
8. Steps to Success
9. Role of PSU
10. Ramsey House
11. Uniform Policy
12. Searching policy
13. Banned items
14. Mobile technologies policy
15. Physical restraint
16. Drugs alcohol and smoking policy
17. Positive classroom climate development-guidelines
18. Consequence System



Appendix 1 Respect

<p>Respect for Learning: I will Ensure my behaviour allows the teacher to teach and myself and other students to focus on learning</p>	<p>This means Listening without interrupting Waiting my turn to talk Focusing on work and avoiding distractions Sitting in the correct place in the seating plan</p>
<p>Be prepared for learning, bringing equipment and completing homework</p>	<p>Bringing a bag, pencil case, pen and pencil and PE kit Arriving on time to lessons Completing my homework in my own time</p>
<p>Work to the best of my ability and demonstrate that I value learning and wish to make progress</p>	<p>Not eating, chewing or using any electronic devices during lessons Not going to the toilet during lessons without a toilet pass Listening to the teacher and respect their authority</p>
<p>Be on time and be present for learning</p>	<p>Arrive at the lesson promptly Leave the lesson on the bell Attend school as regularly as possible Not leave lessons without the permission of your teacher</p>
<p>Respect for Others: I will Be polite and courteous to staff, students and visitors, using positive appropriate language at all times.</p>	<p>This means Returning greetings politely Not swearing Not using prejudice-based language Not making negative personal comments Not passing gossip verbally or online Not pushing in queues</p>
<p>Respect people's personal space and privacy of belongings</p>	<p>Not touching, borrowing or taking things without permission Not invading people's personal space Not touching others without express permission Not engaging in intimate contact with others during school hours Keeping to the left on corridors and going the right way through busy entrances and exits</p>
<p>Respect people's rights not to be teased or bullied and do the right thing reporting any behaviour that violates others' rights.</p>	<p>Not using prejudice-based language Not engaging in name calling even as a joke Not making fun of others Not leaving people out of friendship groups or groups in class Supporting those who are being bullied by befriending them and reporting the issue</p>
<p>Respect people's uniqueness and differences and value everyone who is part of our school community.</p>	<p>Being inclusive in group work in lessons Not excluding people from your friendship group Not making judgements about someone because of race, gender, sexuality, age, ability etc Treating others as you wish to be treated</p>
<p>Respect for our Academy: I will Respect ALL Academy staff and cooperate with them in lessons and outside of class</p>	<p>This means Following staff instructions immediately without argument Being polite and courteous at all times</p>



Wear the Academy uniform with pride.	<ul style="list-style-type: none"> Wearing the full uniform including blazer at all times unless permission is given Wearing proper shoes, not trainers Keeping shirts tucked in Not having hoodies or other outer wear hiding the uniform
Ensure my behaviour contributes positively to the Academy's reputation both in school and the community.	<ul style="list-style-type: none"> Being mindful of your use of social media Avoiding smoking, swearing, fighting or other offensive behaviour Making a positive contribution by helping others and doing the right thing
Respect the environment and Academy resources at all times.	<ul style="list-style-type: none"> No graffiti on books or Academy resources Putting litter in bins Reporting breakages Taking care of books and equipment
Strive to be the best I can be.	<ul style="list-style-type: none"> Working as hard as you can in lessons Taking part in the Arnold Hill Pledge Award Joining extra-curricular clubs and activities and contributing to your Tutor and Year group activities Asking for help and support when you need it Not smoking, drinking alcohol or energy drinks or using illegal drugs Be proactive planning for your future
<p>Respect for self: I will</p> <p>Try to have a consistently positive approach every day</p>	<p>This means</p> <ul style="list-style-type: none"> Attending on time every day to secure high attendance above 96% Being punctual to all my lessons Being fully equipped for my lessons Try hard in every lesson and have a positive attitude
Engage in all my learning	<ul style="list-style-type: none"> Work hard in all my lessons, even those I find more difficult Be resilient Try new challenges and enrichment activities that the Academy makes available



Appendix 2 The Language of respect

All staff in the Academy are expected to use the language of respect alongside positive language to support a positive culture and climate.

Examples of positive language include:

'thank you for starting your learning task quickly'

'well done for showing resilience in that homework; it was challenging'

'Thanks for picking up that litter and showing respect for our Academy'

'Thank-you for waiting patiently in the queue, it was helpful in keeping everyone safe'

Positive language should be used to correct negative conduct:

Rather than 'don't run'...walk, thank-you for showing respect

Rather than 'stop swinging on your chair'...Can I remind you to sit properly? Thank-you for showing respect for learning

Reference to respect should be used when issuing consequences in classrooms, especially at C1. It is important that staff remain calm when having these dialogues, even though they may not feel calm:

'Can I remind you to show respect for _____, you are (describe negative behaviour), previously, you've (remind of previous good conduct) ...thank-you'

When sanctions escalate...still remind about respect:

'You have chosen to continue to (describe behaviour), this shows a lack of respect for XXXXX, as a result, you now have a 10-minute detention. I know you can (describe expectation) and we don't want to escalate this further. Thank-you for showing respect...'

These are **NOT** exact scripted conversations, as every circumstance is different, but the key components should be included to ensure we have consistency

Using the language of 'respect' in our daily interactions with students will build a culture of respect over time.



The Arnold Hill Way



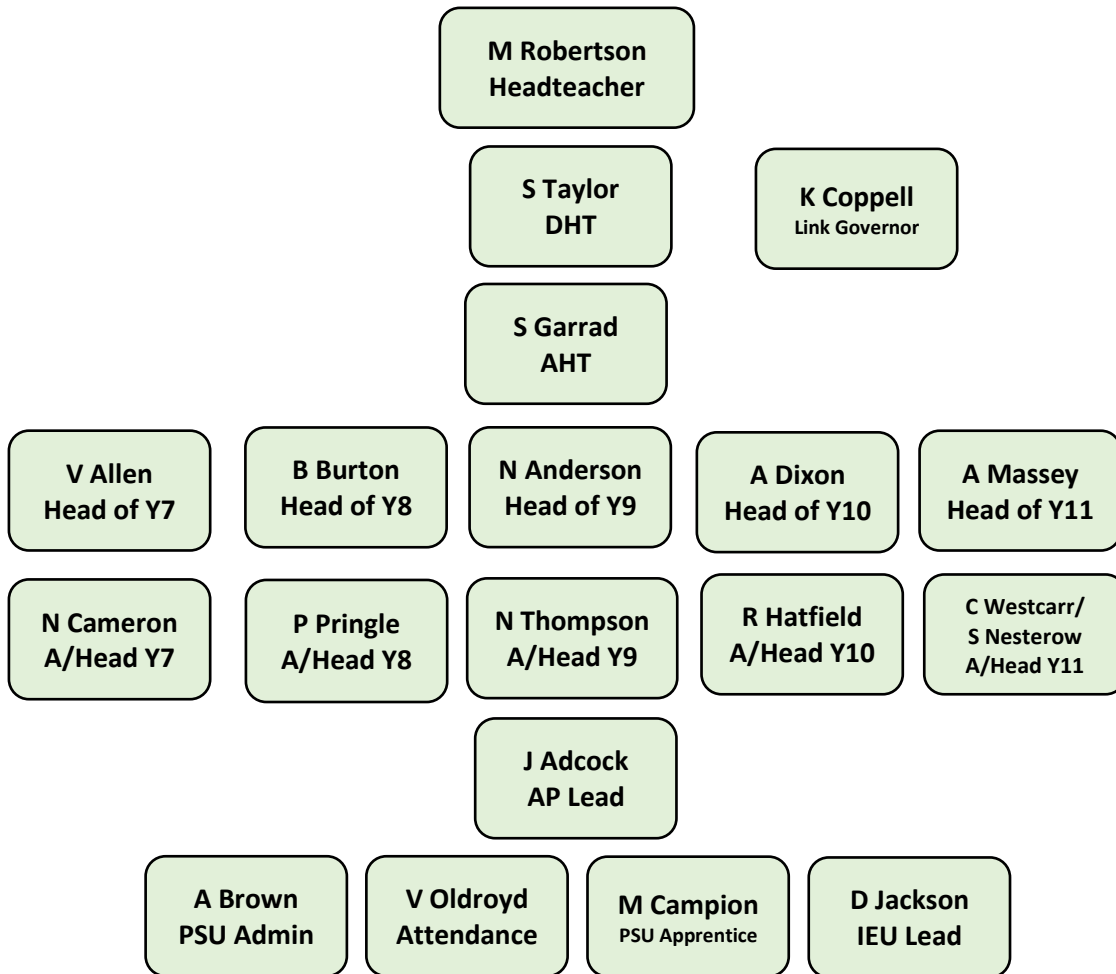
- ✓ **Wear your uniform correctly**
- ✓ **Be punctual**
- ✓ **Be polite**
- ✓ **Be organised for learning**
- ✓ **Co-operate with all staff**
- ✓ **Do your best and don't give up**
- ✓ **Present your work proudly**
- ✓ **Put litter in the bin**
- ✓ **Be kind**



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Appendix 4 Roles and Responsibilities of Academy Leaders and Support Staff





Appendix 5 Rewards Whole Academy

All students must receive **positive points** on a regular basis. Positive points are awarded in and outside lessons for:

- Showing respect
- Positive attitude
- General high effort
- Consistently Presenting learning to a high standard
- Positive Contribution in discussions
- Extra Effort in Homework
- Showing independent learning skills
- Showing marked improvement in Effort and Attitude
- Supporting Peers
- Being kind/considerate
- Working Well
- Taking responsibility for learning
- Contribution to Tutor time or Group

Certificates will be awarded when the following milestones have been achieved in an academic year:

Bronze – 100, Silver – 300, Gold – 600, Platinum - 1000

Shine Brightly Assemblies—At the end of every half term to celebrate:

- Attendance rewards 96% and above and 100%
- Excellent punctuality/improved punctuality
- Pledge Award winners
- Top tutor group for positive points
- Top students for positive points
- Top students for effort scores
- Tutor nominations for contribution to guidance
- Subject specific awards
- Most improved – this can be in any category

Top 100 Students - The students who are identified in the top 100 of their year group – this is made up through their effort, attendance and punctuality, and positive points. All of these are averaged and ranked to give a point score. This is a special assembly held once per term by the Head Teacher. Top 100 – Max possible is 300 points

Effort

- We use an average of your most recent efforts grades from all your subjects.
- This is then used to calculate a score out of 100
- This will make up a maximum of 100 points out of the possible 300

Attendance & Punctuality

- Your percentage attendance versus the number of times you are late to AM registration will be used to calculate a score out of 50
- This will make up a maximum of 50 points out of the possible 300



Attitude

- Your total conduct points will be used to calculate a score out of 50
- This will make up a maximum of 50 points out of the possible 300

Academic Performance

- We compare your most recent Predicted grades with your target grades.
- This is then used to calculate a score out of 100
- This will make up a maximum of 100 points out of the possible 300

Achievement Evening – at the end of each academic year students and parents are invited to attend an achievement evening. Certificates and trophies are presented for attendance, effort, achievement points, extra-curricular achievements and subject specific.



The AH Pledge Award is designed to promote the development of well-rounded individuals and to recognise the significant achievements of all our students. It will also be a useful tool when competing for college and university places, jobs and other opportunities. And, it helps our students to develop 'cultural capital'

The Pledge Award will allow you to be recognised for achievements in 6 different categories:

Academic, Creative, Community/voluntary, Growth/leadership, Sport/Physical Activity, Vocational

To complete an award at any level you must achieve credits in all 6 areas, however you can achieve up to half the credits for any given award in 1 area.

The Award can be achieved at 4 different levels: bronze, silver, gold and platinum. Each level will take approximately a year to achieve but is flexible to allow some students to take more or less time.

All students at Arnold Hill are automatically registered for the Award.

Students will receive a record of achievement from their tutor for the Award

Tutors will give students time to organise this at least once a fortnight but it is students' responsibility to collect the evidence they need to gain an award.

Students will receive an AH Pledge Award Passport to record achievements in. If these are completed in school they will need to be signed off by a member of the Academy staff. If they are completed out of school they will need to be signed off by a parent/carer and/or an adult who can provide evidence that they have completed the activity.

Once students think they have completed enough credits in all 6 areas for a particular award they must present the evidence to their tutor who will make a recommendation to the Head of Year for an award.

The award will be presented in assembly and Names published on the AHA website and in the newsletter. A record of your award will be entered onto your school record so that it can form part of any reference the school provides for you.

The award is designed to recognise areas of life you are currently involved in as well as to encourage you to take on some new challenges so begin your pledge by completing the proforma about what you already do, that can receive credit, you may well be surprised at how far you already are towards achieving an award!

Credit weighting:

1 off activity that takes a few hours or up to a day to complete – 5 credits

Sustained activity that takes a week full time or continues weekly over a term – 30 credits

Long term activity that takes between 2 terms and a full year on a regular basis – 60 credits



Appendix 6 Confrontations with Students: Guidelines

When faced with a situation whereby a student is becoming increasingly confrontational the member of staff's prime role is to de-escalate the situation and exert a calming influence over the group. Trying to reason with a student and keep them there to listen is a useful tactic providing the member of staff remains calm and in control of the situation.

In some situations, if a student is in a state of high anxiety or clearly out of control, it is best to give them space and time to calm down without engaging with them. If/when these situations occur, staff are asked to notify a member of the SLT to give the brief details and location of the student.

No physical attempt should be made to stop the student leaving the room/area. The teacher should expect the student to remain in the class but should offer no physical barrier to them leaving.

It should be made clear that if a student chooses to leave, the issue will be dealt with later.

Students must live with the consequences of their actions, and these consequences will occur. Suitable sanctions will be used to deal with the students involved.

The consequences will be made clear at a later stage when the student is more likely to engage with their actions. The remainder of the class need to also understand this in order that there is no suggestion that the behaviour has had no consequence.

This information does not restrict the right of teachers to physically intervene with reasonable force if there is a risk to the safety of the individual or others. Any physical intervention used by staff to protect students will be recorded on CPOMS in line with safeguarding policy and procedures.

This guidance does not restrict the right of a teacher to intervene if a student is likely to injure themselves or others or seriously damage property.

De-escalating the situation and calming the group/student down are the key terms.



Appendix 7

Restorative Conversations

Restorative conversations are important in re-establishing positive relationships after a break down. These are always best after the incident and with sufficient time to sit down with enough time to have a productive conversation that enables reflection. Sometimes, these conversations might need mediation. The environment, seating, body language, tone and other factors are all important in the relative success or otherwise...

Restorative questions:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by what you did? In what ways?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

If a child tries to argue or shift blame to you:

- Calmly gently repeat the line you were interrupted in. This makes the child realise that you won't be diverted from the conversation that you are leading
- Use an appropriate refocusing line such as 'I hear what you are saying' or 'I understand' or 'Maybe you were, and yet'

If the conversation becomes unproductive use:

"I am stopping this conversation now. I am going to walk away, and I am going to give you time to think about the choices you have made. I know that when I come back, we can have a polite conversation about this"



Appendix 8 Steps to Success

Interventions to increase positive behaviours for learn



Monitored by Head of Year.
Led by S Taylor (Deputy Head Teacher: Culture)
Coloured boxes indicate the colour of report card to be used



Appendix 9 The Role of the Pupil Support Unit (PSU)

Vision:

- To support our Academy ethos through a focus on **respect**
- To work alongside the Heads of Year, Assistant Head of Year and Senior Leadership Team to raise achievement and engagement of all students.
- To support the implementation of and consistent management of the 'Behaviour Policy'
- To support teachers, Heads of Year and Senior Leadership Team and other staff in administrative tasks linking to pastoral care.
- To support Academy expectations for: attendance, behaviour, conduct, punctuality and uniform.
- To liaise closely with parents/carers to ensure communication is of a high standard.

Aims:

- To support our school ethos of 'giving everyone the chance to shine brightly'.
- To support students in their drive for achievement and excellence.
- To promote the schools core values and The Arnold Hill Way.
- To minimise the use of exclusions using supportive strategies to prevent disruption and reduce student disaffection.
- To operate in partnership with: Senior Leadership, Heads of Year, SENCO, Learning Support, School Nurse, PCSO, Attendance Advisor, and the Safeguarding Officer, in order to ensure the safety of all students.
- To encourage students to see the team, as a safe, caring, supportive environment. To provide advice and information about accessing help to students with personal problems. (Health, Drugs issues, family / relationship problems).
- To encourage the involvement of parents/carers in the support of students to bring about changes in behaviour, attitude and well-being.
- To encourage students to take responsibility for themselves, whether as a result of being removed from a class or as a strategy for anger management/ confrontation avoidance.

The Support Team have collective responsibility for:

- Initial response to serious incident forms
- Information gathering of incidents
- Phone liaison with Parents/Carers
- The support and mentoring of students.
- Signing students in and out of school.
- Fire registers.
- The maintenance and communication of the behaviour management logs
- Overseeing the detention system.
- Overseeing the Absent Line.
- Overseeing a.m. roll-call.
- Managing the Isolation System.
- Filing of student information for Heads of Year.
- Pastoral Reports for Heads of Year.
- Collecting students for SLT Detention



Appendix 10 Ramsey House- Internal Alternative Provision

Ramsey House is the Academy's Internal Alternative provision facility. This gives provision for students with a range of difficulties including:

- Short term medical issues that affect mobility- e.g. a fracture
- Persistent problems with conduct/behaviour
- Those returning from exclusion
- Those whose personal circumstances require short term withdrawal from mainstream

Ramsey House provides taught lessons in core subjects and a wider range of provision including careers information advice and guidance. Additionally, it supports interventions to re-engage students in their education as well as address specific areas of need which include those listed below. Provision can be short or longer term:

- Anger management
- Self-esteem development
- Development of positive, healthy relationships
- Respect for authority
- Self-awareness and respect for others
- Restorative justice

The purpose of the facility is to re-integrate, re-engage and promote/develop positive behaviours and avoid exclusion and isolation.

The Academy reserves the right to educate students in Ramsey House if, in the opinion of key professionals involved, that best meets their needs.



Appendix 11 Uniform Code

Details of the Full Uniform code and Policy can be found on the Academy website here:

[AHA Uniform Policy](#)

Every Arnold Hill student should be a credit to themselves, and this includes wearing their uniform correctly as it demonstrates respect for our Academy. We therefore ask for parent/guardian support in promoting the importance of uniform and appearance, as it is our belief that good presentation is an attribute essential for later life.

Our uniform supplier is Schoolwear Solutions. This is where all uniform for the Academy should be purchased.

The store in Mapperley has now closed, and from Monday 23rd September 2019 customers are able to visit their temporary premises at 116-118 Bramcote Avenue, Chilwell, Nottingham NG9 4DR. Raaj Takhar is our Account Manager and she will be able to get you anything you need and drop it at your door; she can be contacted on 07728 535853. Alternatively, parents and students may visit our 'pop up shop' which is held every Tuesday, in A Block Reception, straight after school until 4:00pm, or shop online at

<https://www.schoolwearsolutions.com/product-category/our-schools/arnold-hill-academy/>

The following items are only available from Schoolwear Solutions:

- Blazer
- Tie
- Trousers (boys and girls)
- Skirt
- Green Jumper
- PE Polo Shirt with Logo
- PE Outdoor Top

The following items can be purchased from any secondary supplier of your choice

- Shirts
- Socks
- Underwear
- Tights
- Shorts
- Shoes (these must be in line with the Academy's expectations i.e. a proper shoe (black leather))

Uniform requirements for all students:

Outdoor coats

The outdoor coat should provide adequate protection against the weather.

It should be plain in design.

Denim and leather/imitation leather coats (including trim) are not allowed.

Hoodies and track suit tops are **not allowed**

Headwear

- If a hat is required to provide protection from the weather, it must be plain and without logo/decoration.
- Baseball caps are not acceptable.
- Hats and hoods must not be worn inside Academy buildings and hoods should only be worn outside the buildings during inclement weather.
- Items of headwear worn for religious reasons must be plain black or grey.

Hair

- Hair should be of an appropriate style and length and natural in colour. The hair style should be such that it does not invite comment or discussion.
- When hair colour/style is deemed to be in contravention of this guidance, the student will be placed into isolation until this is addressed.
- Extreme hairstyles are not allowed.

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- Make up: Any make up worn should be subtle and barely noticeable.
- Nails-False/Gel nails are not permitted. Neither is any form of coloured nail varnish or covering. If any nail coating is used it should be clear, so that nails always appear to be natural.
- Jewellery Students are encouraged to wear a watch, but smartwatches are not permitted as per mobile technologies policy
- For those with pierced ears, a single pair of plain stud earrings can be worn in the lobe of each ear, these must be removed for PE.
- No other jewellery is allowed, this includes additional earrings, stretchers, rings, bracelets, nose studs, tongue/facial piercings and any other body jewellery.
- Clear plastic retainers can be worn if necessary.
- If parents wish their child to have a piercing we ask that this is done at the start of the summer holiday so it is fully healed by the start of term.

Bags

Students should have a backpack/rucksack/holdall which enables them to carry the necessary equipment for learning as well as books (A4 Size).

Students should not have a handbag/tote/purse/satchel/laptop bag

If for any reason a student cannot wear the correct school uniform, and abide by the regulations for uniform and appearance, we would ask that parents/guardians contact the Head of Year, in writing, to explain why this is the case. Please be aware that sending your child to school in the incorrect uniform will result in them not being in lessons. The Academy will be the final arbiter on what is deemed to be acceptable as school uniform.



Appendix 12

Searching/confiscation procedure

The Academy follows DfE guidelines, which are summarised here:

School staff can search a student for any item if they agree. The ability to give consent may be influenced by the child's age or other factors. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images

And 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 student).

Headteachers and authorised staff can also search for any item banned by the school rules which have been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

Screening

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students. Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, pupils and visitors, enables them to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils.

Searching without consent

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. • There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or 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.



Appendix 13 Banned Items

Prohibited items are:

- Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images

And 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 student).

Additionally, the following items are not permitted in The Academy:

- Energy drinks that contain stimulants like caffeine
- Chewing gum
- Any food item that either contains illegal substances or is detrimental to a student's health or wellbeing
- Sports and other drinks that are high in sugar except where these are being used in competitive sports fixtures
- Any item that might pose a threat to the health and safety of any member of the Academy community
- Seasonal goods that either cause a risk, disrupt Academy operational effectiveness or disrupt learning, for example 'snappers'



Appendix 14

Mobile/Audio Technologies Devices and Acceptable Use Agreements

Mobile Technologies, Audio equipment and Smartwatch Policy for Students

The Academy recognises that mobile technologies are an integral aspect of everyday use in modern society, however, there are significant issues for Schools and Academies when students bring mobile devices onto site. This policy reflects this understanding and the need to ensure a safe and secure environment, with mutual respect, where learning is the priority and all students can make progress.

The Academy's regulations regarding mobile technologies, including audio equipment and all portable devices including phones brought onto site by students are:

1. Mobile phones can be brought on site, but between arrival at the Academy (at the Academy gates) and departure, they must be switched off and kept in a safe place in the student's bag or about their person.
2. Any use of a mobile phone or audio equipment whether it is for calls, messaging, photographs, gaming or audio playback during the Academy day is always strictly prohibited. Phones/audio equipment should not be seen, heard, or used anywhere. Smartwatches have the same functionality as a mobile-phone and are therefore, also not permitted.
3. Use of a mobile phone, audio equipment or Smartwatch at the Academy, will result in immediate confiscation. Staff will take the device/equipment to the PSU (Pupil Support Unit), it will be labelled and securely locked away. For a first offence, the student can collect it from the reception desk at PSU (Pupil Support Unit), at the end of the Academy day; for subsequent offences a parent or carer will be asked to collect it by arrangement. If this continues, parents/carers will be asked to meet with a member of the Pastoral team to discuss the issue and further sanctions may be applied.
4. At the end of the Academy day (3:05, or 2:40 on a Wednesday), students must not use any mobile devices/audio equipment until they are beyond the Academy gates. If they choose to do this, they will receive a C3 detention on the following day. Students should also be mindful of their use of mobile devices as they exit the site, ensuring that their use of any mobile equipment does not jeopardise their own or others' personal safety. This is especially important regarding road safety and awareness.
5. Consistent abuse of the Academy's regulations regarding use of mobile devices will result in that student not being allowed to bring their devices to the Academy at all, and non-co-operation with this will result in other sanctions being applied.

The Academy has adopted these regulations because the use of mobile technologies on site poses many difficulties and their use can be highly disruptive. Here are a few examples of misuse of modern technologies:

- Mobile phones ringing during lessons, disrupting the learning process;
- Students using SMS text facilities to message each other as a method of intimidation/bullying;
- Theft of mobile phones or damage to them, requiring extensive investigation;
- Students using SMS messaging services as a form of malpractice (message test/examination answers to each other, compromising examinations' security and integrity);
- Students contacting parents to complain of feeling ill, arranging to be collected from site without informing the Academy and allowing staff to manage the situation;
- Students abusing the photographic facilities available on some phones, taking still or moving images (video) of other Students and staff without their express consent. This contravenes The Data Protection Act 2018 and GDPR and may well also contravene other legal aspects. It may also be a safeguarding issue;
- Students photographing/filming each other whilst showing a lack of respect for the Academy, or for others, including as part of a perceived game and/or extreme behaviours that may constitute bullying or in extreme cases, be of a criminal nature;
- Using a portable device to post aspects of Academy life in a negative manner on social media, which would bring the reputation of the Academy into disrepute.

The Academy's stance is designed as an effective compromise, allowing those parents that wish it, the reassurance of contact before and after the normal day, safeguarding the retention of a device to communicate whilst travelling to and from site.



During the Academy day any urgent contact between parents/guardians and students should be managed through the Academy's land-line based telephone system.



Appendix 15 Use of Physical restraint/Reasonable force

The Academy follows DfE Guidance which can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Members of staff are permitted to use reasonable force under certain circumstances:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

Use force as a punishment – it is always unlawful to use force as a punishment.



Appendix 16 Drugs, Alcohol and Smoking/Vaping Policy

Aims: The policy relates to possession and consumption of alcohol, tobacco and the misuse of controlled drugs and other substances and applies to all students at Arnold Hill Academy. The policy may also apply at times when a student is not in the care of the Academy. The procedures and sanctions may be adapted as appropriate to meet the policy aims and the circumstances of each case. Certain of the procedures can only be carried out during term time. The central aims of this policy are: to promote safety, welfare and good physical and mental health; to promote a mature and moderate approach to the use of alcohol; to reduce the risk of alcohol-induced misconduct in and out of School; to keep drugs out of the School. **Definitions** Alcohol: means intoxicating liquor of all descriptions (including beer, cider, wine and spirits) and this policy covers obtaining, consuming, and supplying alcohol. Tobacco use: For purposes of this policy, "tobacco use" means the personal use of any tobacco product, whether intended to be lit or not, which shall include smoking, as well as the use of an electronic cigarette or any other device intended to simulate smoking and the use of smokeless tobacco, including snuff; chewing tobacco; smokeless pouches; any other form of loose-leaf, smokeless tobacco; and the use of unlit cigarettes, cigars, and pipe tobacco. Drugs and substances: means controlled drugs and the paraphernalia of drugs or substances intended to resemble drugs, or "legal" drugs which can be obtained from a chemist shop, performance enhancing drugs, anabolic steroids, glue and other substances held or supplied in each case for purposes of misuse.

This policy covers the possession, use and supply of such substances.

Education:

We educate students to understand the effect and risks associated with alcohol and tobacco use in relation to their health and well-being and the law and that the use of illegal drugs is or may be a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers and will damage the society in which they live. We educate by means of formal lessons, by example and by discussion. We have extensive health education and Guidance programmes that focus upon the potential risks from excessive consumption of alcohol and risks of smoking. They concentrate on teaching importance of young people making healthy, informed choices.

The programmes involve students of all ages and continue throughout a child's time at the Academy. They extend across the curriculum, involving PSHE, Science and Drama lessons. We also have Assemblies covering substance abuse and drugs, and occasionally make use of travelling workshops and road shows to cover the serious risks from abuse of alcohol, tobacco and illegal substances.

Pastoral care:

We encourage students to discuss in confidence* any anxieties they may have about use of alcohol, tobacco or drugs and substance abuse with their Tutor or other appropriate member of staff.

*Any matters disclosed that affect the safety or welfare of a child will always be reported to the safeguarding team

The Academy does not tolerate possession, use or supply of drugs and substances, including: bringing alcohol or tobacco onto Academy premises or being in unsupervised possession of alcohol/tobacco or obtaining or supplying alcohol/tobacco to another, or being impaired by alcohol/tobacco while on Academy premises or in the care of the Academy. Bringing the Academy into disrepute for any reason associated with alcohol, tobacco or drugs and substances, whether or not the student is in the care of the Academy at the time. Action will be taken when the welfare of any member of the Academy community or the reputation of the Academy is affected.

Staff development and Support:

All staff should have general drug awareness and a good understanding of the Academy's policy for drug education and the management of drug related incidents and any other related policies. It is essential that all staff involved in the teaching of drug education can develop skills and knowledge to enable them when working with young people to confidently address drugs and drug related issues. Activities to help their development can include: team teaching or teachers observing other skilled staff with ongoing support from a coach/mentor; participating in collaborative enquiry and action research supported by teaching networks; training courses with support to apply learning in the classroom. Students who require medication to be administered during the school day on a regular basis are made known to relevant staff and receive their medication at the PSU.

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Parents:

If Parents attending Academy premises appear to be under the influence of drugs or substances or alcohol, they will be asked to leave and the member of staff making the request should refer the matter to the Headteacher and DSL. If a member of staff suspects that a parent has driven or will drive whilst under the influence of drugs or alcohol, the member of staff should report the matter to the DSL or a member of the SLT who may telephone the police. If the Designated Person reasonably believes that a child is at immediate risk of harm from a parent who is under the influence of alcohol or drugs, the child will not be released into the care of the parent and the School's child protection procedures will be followed.

Managing Drug Related Incidents

Detection:

Every complaint, report, or observation in relation to alcohol, tobacco or involvement with drugs and substances will be followed up and investigated. A student suspected of such involvement may be excluded pending the outcome of an investigation.

Searches for alcohol, tobacco drugs and substances - see Appendix 12

The school will follow the law in that it permits Academy staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed or continued in relation to that drug providing that all responsible steps are taken to destroy the drug or deliver it to a person lawfully entitled to take custody of it. This will usually be performed with the assistance of the police on occasions which do not involve alcohol or tobacco, (which will be destroyed on the premises). In issues concerning drug paraphernalia the police will always be contacted.

The Academy will only conduct searches of students with at least two members of the Academy staff in attendance.

Circumstances Defining Where Parents/Carers or Other Agencies Including the Police May Need to be Notified:

The Academy will conduct a careful investigation to judge the nature and seriousness of each incident. The emphasis should be on listening to what people have to say and asking open-ended questions. Consideration will be given to separating any students involved in the incident and ensuring that a second adult witness is present. Issues such as confidentiality, child protection, police intervention and referral to external agencies need to be given careful attention to safeguard the needs of those involved and to ensure an appropriate response is taken. Any incident involving the misuse of drugs will take several factors into consideration and focus on the child's welfare.

The Academy will work closely with the Multi Agency Safeguarding Hub and Nottinghamshire Safeguarding Children's Partnership in deciding actions for specific incidents and individuals, taking into account circumstances, context and legal/statutory requirements.



Appendix 17

Strategies for dealing with challenging behaviours- promoting positive conduct

1. Meet and greet students by the door; with one eye on the corridor. Get off to a good start. Have a learning task ready to do straight away (prompt and purposeful);
2. Catch them doing the right thing and comment positively in private. A lot of inappropriate behaviour is attention seeking. You might decide to ignore some low level negative behaviours; this feels difficult but does work well provided the behaviours are not extreme and allows you to focus on positives, with the impact that the student exhibiting negative behaviours behaves more positively, as they realise that's what gets your attention;
3. Think about the language you use when talking to students. Use the term respect in relation to positive conversations to reinforce behaviours that you want: 'thank you for starting your task quickly and showing respect for learning'. Similarly, to correct aspects you don't want: 'Can I remind you to sit on your chair properly and show respect for our classroom...thank-you' Using 'thank-you' after a positively phrased corrective statement implies that the student will do it. Also, phrasing the statement as a positive helps i.e. Can I remind you to sit properly, rather than 'stop swinging on your chair'. Sometimes, you might need to give students a little time to respond positively. When they do, reinforce the fact that they have (better discreetly);
4. Give the more challenging student "intensive care". Smile, use their name positively, ask for their opinion, make a point at looking at their work, comment favourably about genuine effort and a positive attitude. Talk to them, be patient and helpful, have highest expectations and keep calm. Show that you value them. But don't overdo it! Be fair, use this approach with students showing more positive behaviours too;
5. Learn students' names. This is especially valuable if you are new to our school;
6. Engage students in an informal way at an appropriate time. Let them know you don't just see them as students but as individuals with interests, hobbies, and lives outside of school (get to know them, other than the data on the mark-sheet);
7. Use eye contact and proximity. Move around the class, don't sit for long periods at your desk;
8. Collaborate and problem solve together. What's the problem here? What can we do about this? Building team and group work;
9. Have highest expectations and let them know what those are. Use school systems consistently- achievement and behaviour points and the C system;
10. Develop flexible responses and teaching styles; talk to colleagues about what works well for them;
11. Give responsibilities to students, especially those who are more challenging. Develop leadership;
12. Avoid sarcasm. What you might think is light-hearted, may be damaging your teacher-student relationship;
13. Check for understanding, reinforce learning goals and expectations;
14. Be a good role model for your students by acting in the way that you want them to behave;
15. Ensure an orderly end to lessons so the class are dismissed promptly and in a calm manner.



Appendix 18 Consequence System: Arnold Hill

C1 Class: Verbal reminder to show respect, reminder of previous good conduct where possible and re-assert expectations. **NOT displayed on board/wall**

Site: Verbal reminder to show respect, remind of previous good conduct where possible and re-assert expectations.



C2 Class: Sent out for two minutes reflection. Not responded to C1 reminder. Remind what is expected and about importance of respect

Negative behaviour point on Class-charts/SIMS. Invite back into lesson. **Short restorative conversation after lesson/convenient time for staff.** Can also be given for factors affecting learning: not organised for learning, not completed expected learning...

Site: **one-off negative behaviour above a reminder, or, after reminder**

As above with short restorative conversation with that member of staff during that time if possible.



C3 Class: 30-minute next school day after school detention. Not responded positively to C2. Remind what is expected and about importance of respect

2 Negative behaviours point on Class-charts/SIMS. Staff issuing call/email home. Student made a choice to continue behaviour which demonstrated a lack of respect for...Restorative conversation for first 10 minutes of detention with member of staff allocating sanction. Rest of detention is quiet reflection with written task/and/or homework.

Site: **one-off more serious negative behaviour-** Then as above



C4 Class: not responded positively to C3 or one-off negative behaviour. Learning cannot continue Removed by on-call and taken to on-call room 45-minute after school detention **same day**, recorded on CC/SIMS by staff issuing – 3 points, **call/email home by ON CALL ROOM/PSU**-parents informed. Staff issuing restorative conversation for first 5-10 minutes of detention where possible

Site: **serious unstructured poor behaviour- e.g. dangerous conduct** 45-minute after school detention **same day**, recorded on CC/SIMS and contact home by issuing member of staff – follow up as above



C5: SLT detention-60 minutes Friday- multiple detention issues and/or not attending or serious incident determined by HOY/Pastoral. Students collected recorded on CC/SIMS (4pts), parents informed by Pastoral