

**Enjoying life in all its fullness by
achieving your personal best!**



Behaviour and Inclusion Policy

THE HEREFORD ACADEMY

1. Introduction

1.1 The purpose of this Academy policy is to provide an environment in which students and staff can:

- Stay safe
- Enjoy and achieve
- Be healthy
- Achieve economic well being
- Make a positive contribution

1.2 The Hereford Academy is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

1.3 The Hereford Academy also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is therefore important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and working in a quality learning environment.

2. Aim

2.1 The aim of the Behaviour Policy and Inclusion is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

2.2 Overall, the policy will:

- promote self-discipline and proper regard for authority among students;
- encourage good behaviour and respect for others and prevent all forms of bullying among students;
- ensure students' standard of behaviour is acceptable; and
- regulate students' conduct.

2.3 Students should be encouraged to develop:

- *Respect for others*; their feelings, opinions, cultures, limitations and the right to their individuality;
- *Respect for themselves*; pride in their own achievement and that of others within the Academy, high standards of dress and behaviour and the desire to produce their best work at all times;
- *Respect for the environment*; their own, the Academy and other people's property and the community in which we live; and
- *Respect for the future*; the belief that we can all make a difference by our contribution to the local, national and global community.

3. Rights and Responsibilities

3.1 My rights as a member of The Hereford Academy are:

- To learn to the best of my ability
- To be treated equally and with respect.
- To learn in a clean, safe and secure environment.
- To have lessons start on time.

3.2 My responsibilities as a member of The Hereford Academy are:

- To learn and let others learn.
- To treat others equally and with respect.
- To treat the Academy and the property of others with respect.
- To get to lessons on time.

4. How we encourage appropriate behaviour

Staff do this by:

- Creating and maintaining a secure learning environment where students can learn, free from physical or emotional threat.
- Effectively using the Academy's Rewards Procedure - the following actions will acknowledge this:
 - Oral praise
 - Written comments on individual pieces of work
 - Recording of positive comment in E Portal (Facility)
 - Merit
 - Card/letter home
 - Positive comment in student's planner
 - Telephone call home to parent
 - Certificate of Achievement

- Publicise in assembly and on Academy's Plasma Screens
- Setting and maintaining clear limits and imposing consequences where necessary using the 'C' System.
- Having high expectations of students

5. Behaviour we expect

The Academy expects all students to follow these Rules and Code of Conduct.

5.1 Code of Conduct

- Politeness and respect are very important. We should show them to everyone – students, staff and visitors.
- We should follow the rules of the Academy.
- All forms of bullying are unacceptable.
- Act in ways which do not endanger yourselves or others.
- Other people's property should be left alone or given to an appropriate member of staff.
- We should walk on the left inside the building.
- Foul language should never be used.
- We should wear our uniform at all times.
- We are all ambassadors for The Hereford Academy.

5.2 Rules around the Academy

- Move around the building quietly and carefully and arrive at the correct place on time. Remember which areas are out of bounds and stay away from them. Keep to the left.
- Place litter in bins provided.
- All food and drink should be consumed in the dining area.
- Chewing gum is not allowed in the Academy.
- Attend the Academy every day unless your absence is explained by a parent in writing the following day. You must be at registration before the bell. If you are late, sign in with the Attendance Officer.
- Parents must ensure they contact the Academy on the first day of absence.
- Unless you have a lunch pass you are not permitted to leave the campus between 12.35 p.m. and 1.15 p.m.
- You should wear correct the Academy uniform at all times, including PE lessons and on the Academy trips unless directed otherwise.
- Parents must ask permission for a temporary deviation from the Academy uniform.
- Jewellery should not be worn in the Academy with the exception of 1 pair of ear studs.
- Students wishing to cycle to the Academy should bring a letter from their carer/parent and obtain a bike pass. Cycles should be locked in

the cycle store at the front of the Academy. All cycles should be in a roadworthy condition.

- Inappropriate or dangerous items must not be brought into the Academy. This includes: cigarettes, lighters, matches, white correcting fluid, aerosol cans, knives and cans of drink.

5.3 Student Expectations

- Providing positive feedback about students' efforts and achievements – see Reward System.
- Setting work and targets that are relevant and appropriate to students' abilities.
- Ensuring students' legal rights and equal opportunities are actively maintained.
- Informing parents about their child's progress
 - Weekly, Progress and Annual Reports (where appropriate)
 - Telephone conversation with parents
 - Parents' Information Evenings and Academic Tutoring Days
 - Parental meetings with appropriate staff
 - Termly/ annual reviews for students with AEN

5.4 Rules for lessons

- Arrive on time and quietly line up.
- Enter the classroom quietly after the teacher tells you to and go to your seat.
- Come to lessons properly equipped with pen, pencil, ruler or kit for practical lessons.
- Listen to and follow instructions.
- Raise your hand before speaking – do not shout out.
- Do not leave your place without permission.
- Wear correct school uniform. Coats must not be worn in class or in corridors.
- Treat others and their work and equipment with respect. Complete work and allow other students to.
- Shouting, inappropriate language and aggressive behaviour is not acceptable and will be dealt with by sanctions.
- Eating, drinking of anything, apart from water, or chewing is not allowed in the classrooms.
- Meet all deadlines i.e. hand in all homework and coursework properly completed and on time.
- Take responsibility for your own behaviour and learning.
- Carry an exeat if you need to leave the classroom.
- Leave the classroom in an orderly fashion, under the teacher's instruction.

5.5 Miscellaneous Rules

5.51 Fire Drill and Evacuation Procedures

Fire drill or a fire will be indicated by:

- A continuous bell.
- Students should move silently and in an orderly manner from their classroom to the assembly point, via the route posted in their classroom.
- They should then line up in their form groups in alphabetical order.

5.52 Dining Hall

- All food should be eaten in the dining hall.
- Students should line up in a quiet, orderly manner in the dining hall and obey the instructions of the supervisors.
- Tables must be left clean and tidy after use, and feet should not be put on chairs.

5.53 Litter

- All litter should be deposited in bins.
- Students seeing litter should pick it up and place it in the nearest bin.

5.54 Break and Lunch

- Students should not be in classrooms without supervision or without teacher's permission during these times.
- Toilet facilities, if needed, should be used during these periods.

6. Undesirable Behaviour – See Anti Bullying Policy

This is behaviour which is unpleasant or inappropriate. Students will be reminded that their behaviour is inappropriate and be requested to stop. If their undesirable behaviour persists then students will be warned that their behaviour is becoming unacceptable and will be resolved through the 'C' system.

- Undesirable behaviours include:
 - Refusal to follow academy procedures (e.g. attend registration).
 - Refusal to wear Academy uniform.
 - Offensive behaviour.
 - Behaviour, which makes it difficult for other students to learn and teachers to teach effectively.
 - Inappropriate use of equipment or mistreatment of the environment.

- Failure to comply with ‘consequences’ imposed by staff.
- Students should be clear that behaving in these ways can lead to:
 - Classroom Teacher sanction/s (C1 – C4).
 - C4 detention and notification to parent.
 - C5 SLAM call out
 - C6 Internal Seclusion
 - C7 Fixed Term Exclusion
 - C8 Permanent Exclusion
 - **(this system is explained more fully later in the policy)**

7. Unacceptable Behaviour

These are behaviours for which sanctions C6 to C8 will be enforced. They can be regarded as unacceptable because of the severity of a particular behaviour or because of the frequency of less serious behaviour (as described above).

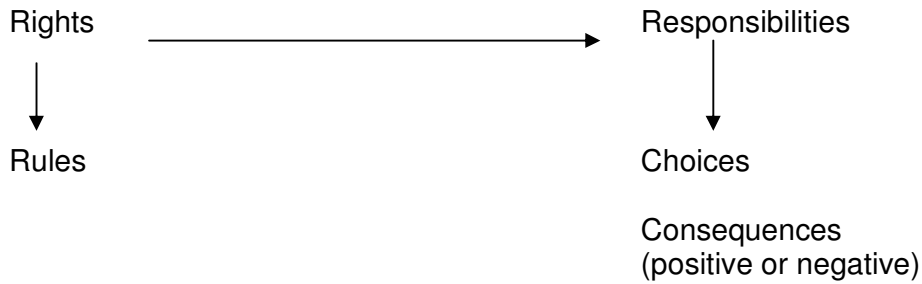
- Unacceptable behaviour includes:
 - Persistent Refusal to follow academy procedures (e.g. attend registration)
 - Persistent refusal to wear academy uniform
 - Bullying, racism or sexual harassment (see Bullying Policy)
 - Endangering self or others
 - Use/Possession/Dealing of illegal substances
 - Damage to property
 - Physical assault on staff or students
 - Use of obscene/offensive language directed at a member of staff, student or Academy visitor including racist language
 - Theft
 - Persistent Truancy
 - Wilful disobedience
 - Smoking or alcohol abuse
 - Suspected possession of a weapon

8. The Academy’s ‘C’ System

The Academy’s ‘C’ or choices system is an effective behaviour management process that supports transparency and impartiality. The importance of this is that it acts as an early warning system to indicate to students where they are with reference to sanctions that will take place.

8.1 Rights and Responsibilities and their Outcomes

As stated earlier students in the Hereford Academy should be aware of their rights as well as their responsibilities. Students should be aware that if they have the right to learn, they also have the responsibility to allow others that right.



It is essential that the consequences be:

- Fair and reasonable
- Matched contextually
- In the person's best interests

8.2 General Notes

- There will inevitably be times when it will be necessary, due to the severity of the situation, to jump stages on the following explanation **(please see 8.3)** e.g. students being violent or abusive to staff. In these instances a **SLAM callout (C5)** must be used. Once the situation has been calmed the affected member of staff needs to meet as soon as possible with the senior academic staff member to explain what has happened and make a statement. **Failure to do this can make the situation much more difficult to resolve for all concerned, and may make unnecessary work for others.**
- At every stage of the procedure, from all but **C1** and **C2**, the tutor needs to be informed, by the **member of staff affected**, in order to keep an accurate overview. This is easily done through logging on E Portal (Facility).

8.3 CHOICE leads to a CONSEQUENCE - 'C' System

C1 Verbal Warning – a reminder to the student that he/she is breaking **our class rules**.

(If the student continues to ignore this sanction then the member of staff will use the following sanction.)

C2 Verbal Correction – the student is moved within the classroom a reminded that there has been a continuation of behaviour that is **stopping other students learning**.

(If the student continues to ignore this sanction then the member of staff will use the following sanction.)

C3 Brief Word (at end of lesson) – the student is expected to remain behind at the end of the lesson, or report back at break or lunchtime to discuss the situation with the member of staff. A verbal apology or letter of apology is required from the student.

(If the student continues to ignore this sanction then the member of staff will use the following sanction.)

- C4 Detention for one hour** is given on Tuesday, Wednesday or Thursday at the end of the learning day from 3.10pm – 4.10pm. 4Ws form to give students an opportunity to give their point of view. **This form must be discussed by the member of staff affected with the student.** If the student **chooses** to continue abusing the rights of others they will be given a **C5**. If a student disrupts a **C4 detention** then they will be referred to seclusion for a day.

(If the student ignores this sanction then the member of staff will use the following sanction.)

- C5 SLAM Call Out** – student is removed from the classroom and letter to parents informing them of the Academy's concern.
(If the student ignores this sanction then a **senior member of academic staff** will use the following sanction.)

Senior Members of Academic Staff are:

The Principal

Deputy Principal (Standards and Evaluation)

Deputy Principal (Teaching and Learning)

Vice Principal (Community)

Director of Science

Director of Sport and Health

Director of Strategy

Associate Director of Key Stage 3

Associate Director of Key Stage 4

- C6 C6 Internal Seclusion** and interview with parents: If a student disrupts the learning in the Seclusion Unit they will be referred for an extra day and parents may be asked to work with them.
(If the student ignores this sanction then the **Principal** will use the following sanction, or a **Deputy Principal** or a **Vice Principal** will recommend the following sanction.)

- C7 Fixed Term Exclusion** this will be given to students who refuse to attend **C6** sanction, disrupt the learning in the Seclusion Unit or have been involved in a serious breach of the Academy's behaviour policy and if allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.
(Only the Principal or in his absence the **Deputy Principal (Standards and Evaluation)** can exclude students from the Academy.)

Normally the exclusion will last **from one to five days** depending on the seriousness and frequency of exclusions the student has had over the last twelve learning weeks. There may be **occasional situations** that the Principal and the Governing Body will require longer exclusions up to a maximum of 45 days in any one academic year. From **day 6** –

15 the Academy will be responsible for the full time provision of the students. From **day 16 – 45 Hereford Local Authority** will be responsible for the full time provision of the student. If a student has been excluded for more than **5 days in any one academic year** the Principal, or his representative, will meet with parents to decide how to ensure that the student is not permanently excluded from the Academy

C8 Permanent Exclusion a decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

8.4 C6 – C8 Sanctions

- Students' unacceptable behaviour will be responded to fairly and appropriately according to the C System (C6 – C8).
- C6 Internal Seclusion will be used before excluding the pupil from school. Parents will be notified and included in the process.
- If a pupil is excluded (C7), they will be required to attend the Seclusion Unit from 2 - 4 p.m. each day during the period of exclusion, in order to complete their work.
- Fixed term exclusion will follow DCSF guidelines.
- In extreme circumstances, a permanent exclusion may be instantly necessary this will be enforced using DCSF guidelines e.g. serious actual or threatened violence.

9. Students should be clear that behaving in these ways can lead to:

Please see below 'referral procedure for students in need of support'

The Hereford Academy Referral Procedure for Students in Need of Support

Concerns are identified in any of the following areas: learning progress, home/social situation, bullying, attendance etc

	↓	←	←
School action	Difficulty identified by teacher or form tutor Email the Curriculum Area Head with concern e.g. Lack of Ownwork or not meeting targets →	Action taken & monitored → Detail of what has already been done with the pupil.	↑
	↓		
	Referral made to Head of Curriculum Area →	Action taken & monitored → Students seen and interviewed. Given subject targets for 2 weeks. Report Card.	↑
	↓		
	Observe, gather evidence, set individual targets, parent/carer involvement possible →	Action taken & monitored →	↑
	↓		
School action	Referral made to Head of Key Stage →	Action taken & monitored →	↑
	↓		
	Set targets and monitor progress →	Action taken & monitored →	↑
	↓		
	Contact with parents/carers →	Action taken & monitored →	↑
	↓		
School action plus	Head of Key Stage arranges meeting with relevant staff e.g. Head of Learning Support, Form Tutor, Head of CA, SLAM etc.		
	↓		
	Involve the parents/carer and student		
	↓		

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Consider referrals to:					
	Head of LS	Head KS3/4	EWS	LA Support	CONNEXIONS PA
Issue:	Additional Needs	Behaviour Support	Attendance, Truancy & Welfare	Behaviour intervention	Careers Advice, general support & guidance
	↓	↓	↓	↓	↓
Possible outcome:	Set up an IEP or change targets CAF referral or Support for Family Meeting	Set up a Pastoral Support Plan (PSP) CAF referral	CAF referral or set up a Support for Family Meeting in consultation with Academy staff	Set up a PSP	Create an alternative curriculum (KS4)
	↓	↓		↓	↓
If no improvement:	Refer to LA for support Use LSU or Seclusion Unit in school or request PSP placement at PRU (Key stage 3)	Use LSU or Seclusion Unit in school or request PSP placement at PRU (Key stage 3) Or: Referral to Head of LS for Linden Child & Family Support Centre		Referral to Head of LS for Linden Child & Family Support Centre Reintegration into Academy via LSU or Learning Mentor	Refer to LA for support Use LSU or Seclusion Unit in school and set work experience
	↓			↓	↓

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Issues		Head of Learning Support		Head of Key Stage	
	↓			↓	↓
	Request Statutory Assessment or disapply national curriculum.			Request Statutory Assessment	
				↓	
	↓			Statement of SEN	
	Statement of SEN				

A Pastoral Support Programme is set up with the student, parent/carer and PSP coordinator e.g. Head of Learning Support, HoKS, and Pastoral Team etc. It includes achievable targets, timescale and review procedures and support strategies offered to the student at home and school.

Issue: Fixed Term Exclusion x 1 Timescale 4 weeks.	Additional needs Set up a Behaviour Plan & PSP Parent/Care Interview	Behaviour Support Plan Set up a Pastoral Support Plan (PSP) Period in the Reintegration Unit. Parent/Care Interview Return from Exclusion Meeting Behaviour Contract Internal referral to Head of Learning Support
	↓	↓
Possible outcome:	Refer fore LA Support	Refer to LA through Head of LS
	↓	↓

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If no improvement:	Seek outside agency support (e.g. School Nurse or LA Support)	Use LSU or Seclusion Unit in school or request PSP placement at PRU (Key stage 3) (through Head of LS)
Exclusions x 3	↓	Refer to Ed Psych (Through Head of LS)
	Refer to Ed Psych	
	_____	Alternative Placement
	↓	
	Alternative Placement	

Monitoring and Evaluating the Policy

This Policy will be monitored, reviewed and reported to parents annually.

Review Panel: Discipline Committee of The Hereford Academy

Accountable Member of Staff: To be determined