Holderness Academy

Rewards and Behaviour Consequences Policy

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This document is written in conjunction with the following Consortium Academy Trust policies, which are available on the Trust website The Consortium Academy Trust - Policies:

- Behaviour Policy
- Exclusion Policy
- Anti-Bullying Policy
- Uniform Policy

At Holderness Academy we ensure all stakeholders know their role in ensuring the academy values are always upheld; our agreed values of being aspirational, resilient, respectful and kind underpin everything we do. We teach learners the behaviours and attitudes that will ensure their success in the classroom and beyond. We celebrate learners who excel at being a Holderness Learner and challenge behaviour that disrupts teaching and learning or the smooth running of the academy. A safe and calm environment is paramount to support learner welfare and well-being; all members of the academy community have the right to feel safe, learn, achieve and be respected.

Poor behaviour can affect the safety and welfare of members of our community, the ability of learners to learn and teachers to teach, therefore it will not be tolerated.

This policy aims to offer clarity about the rights, responsibilities, systems and routines which will produce positive behaviour conducive to promoting learner progress.

Aims

- To maintain high standards of learner behaviour in order to maximise the chances of success for all.
- To develop essential learning habits that will ensure academic success and lifelong achievement.
- To recognise and celebrate the potential within each learner by fostering independence and self-control.
- To foster an atmosphere where learners develop self-discipline, diligence, and accountability for their choices.
- To forge a collaborative partnership among learners, families, and school staff to promote exemplary behaviour and address behavioural challenges effectively.

Our school's commitment to fostering positive behaviour is reinforced through ongoing professional development opportunities for our staff. This professional development includes the refinement of effective behaviour management techniques, tailored teaching approaches, and strategies for delivering high-quality education to every learner, including those with special educational needs and disabilities. We are now a Thrive® approved school and in doing so we focus on:

- Social and emotional development and well-being.
- The understanding of emotions and their impact on behaviour.
- Building positive relationships and connections.
- Providing tailored support to help learners regulate their emotions and behaviour.
- The development of resilience and self-esteem.
- Close collaboration closely with parents / carers, teachers, and other professionals to create a supportive environment.
- A whole-school approach to foster a culture of empathy and understanding.

Positive Recognition and Rewards

Central to the philosophy and culture of Holderness Academy is the celebration of success. We believe it is important for all teachers to praise learners, which includes contacting parents, as a matter of routine. Such spontaneous day-to-day praise is the foundation on which relationships can be made.

Behaviours that are to be rewarded are representative of our vision and values such as being ambitious, adventurous, aspirational, kind, caring, independent, reflective, hardworking, enthusiastic, confident, resilient, honest, proud, respectful and tolerant.

Verbal Recognition

Throughout the school day and during lessons, our staff employ positive language, provide detailed descriptive feedback and positive reinforcement to recognise learners' display of excellent learning habits and the academy's ARRK values. Staff members often provide positive phone calls home in order to provide families with positive information about their child.

In Lessons

Every member of staff in the academy can log rewards online via Arbor to be able to give immediate praise and reward to our learners who display work, or behaviours, that the classroom teacher wants to see and reflect our academy values of Aspirational, Resilience, Respectful and Kind. See the attitude to learning descriptors for 'Attitude of a Holderness Learner' and refer to 'engaging' and 'excelling' learners.

Out of Lessons

Members of staff can give rewards and immediate praise to our learners who display behaviours that uphold our values and contribute to the respectful and kind culture of Holderness Academy whilst moving around the site. This can be done by communicating this with the learner and at a later convenient time logging the behaviour on Arbor.

Attendance Rewards

Learners will receive 1 learner engagement points for every lesson that they attend and are rewarded termly for 100% attendance.

Reward Shop

Learners can spend their points on items such as pens, pencils, keyrings and balls. Items available from the shop are informed by the School Council.

Holderness Learner Awards and ARRK Postcards

Holderness Learner Lifetime Awards

Staff members can reward learners with Holderness Learner points for the 'wow' moments, these are worth 5 points each.

Each learner will receive a bronze, silver, gold, platinum and diamond Holderness Learner certificate when their Holderness Learner points amount to;

- Bronze
- Silver
- Gold

The thresholds will be monitored throughout the academic year, and students will be rewarded accordingly to ensure inclusivity and aspirations.

Learners will also receive a ARRK badge to wear with pride on the lapel of their blazer.

ARRK Postcards

Learners who are rewarded for displaying our ARRK values will receive points at the below thresholds. Learners will receive a postcard home, sent via Arbor:

- 1000 –Bronze
- 3000 –Silver
- 4000 –Gold
- 5000 –Platinum
- 6000 –Diamond Headteacher's Award
- 8000 -Governor's Award
- 10,000 -Chair of Governor's Award

Reward Assemblies

At the end of each term staff from each subject area will meet to discuss and nominate learners for Personal Progress and Academic Excellence. Certificates will be awarded and celebrated in full year assemblies in the final week of term.

Learners with 100% attendance will be rewarded with the following certificates:

- Bronze- 1 term of 100% attendance
- Silver- 2 terms of 100% attendance
- Gold- 3 terms of 100% attendance

Reward Celebrations

At the end of each term learners with 100% attendance and 0-5 behaviour points are invited to an awards celebration.

In the Summer term learners will be invited to attend an external visit, this could be to a theme park or the cinema for example.

Reward Certificates

These certificates recognise learners who have demonstrated exceptional effort, achievement,

Positive behaviour, or commitment to the school's values during the week.

These certificates will be issued by staff for;

- Student of the Week
- Tutee of the Week

Expectations of Learner Behaviours at Holderness Academy

Classroom Expectations

Aspiration- We aim high, completing all work to the best of our ability and support others to achieve the same.

Resilience- We arrive on time to all lessons with the correct uniform, equipment and ready for learning. We never give up and love a challenge.

Respectful- We respect ourselves, all members of our Academy and wider community, following all instructions without question or answering back.

Kind- We value good manners. We are friendly, generous and considerate.

Community Expectations

Aspiration- We are dedicated to our own personal development, attending extra-curricular activities with pride.

Resilience- We display grit and determination over time in order to fulfil our potential.

Respect- We respect ourselves, others and the Academy environment. We walk on the left-hand side of the corridor in a calm and orderly manner. We are tolerant of others' space, feelings and beliefs.

Kind- We value our local and Academy community. We are confident and enthusiastic when communicating with one another.

ATL- Attitude of a Holderness Learner

Attitude to learning is reported home twice a year.

1 – Excelling

You consistently approach lessons with confidence and a positive attitude, embracing challenges with resilience and a strong work ethic. Your active reflection on previous work demonstrates your ambitious pursuit of outstanding progress. In both independent and collaborative settings, you aspire to articulate your opinions, often taking a leadership role in group work. Your exemplary behaviour contributes to a positive learning environment, characterized by kindness, respect, and care for others' well-being. While, proudly wearing the Holderness Academy uniform, you display honesty, punctuality, and readiness to learn with the required equipment.

2 – Engaging

You actively participate in most lessons, showcasing a generally positive attitude. Your approach reflects a good level of resilience, effort, and a willingness to attempt challenging tasks. You make some effort to reflect on previous work, achieve and express your opinions independently. In group settings, you often play a key role. Your behaviour contributes positively to the learning environment, displaying kindness, respect, and tolerance. You take pride in your work, care for the well-being of others and the Holderness Academy uniform. Additionally, you consistently demonstrate honesty, punctuality, and readiness to learn with the required equipment.

3 -Variable

While you show the potential for enthusiastic engagement, a more consistent positive attitude is needed. You occasionally coast and complete the minimum amount of work. You need to work on resilience and the inclination to give up easily or express opinions independently. While your participation in group work is noted, you rarely lead. Your confidence would improve if you applied yourself more fully in lessons. There are occasional behaviours hindering your progress, such as low level, disruption, lack of respect, tolerance, or kindness to others. You must take pride in your work and the Holderness Academy uniform, and maintain your honesty, punctuality, and readiness to learn.

4– Disengaging

Your involvement in lessons lacks enthusiasm, and there is a negative attitude toward learning. You rarely show resilience, adventurousness or work hard. Your focus on learning is inconsistent, occasional attempts to reflect on previous work are made, but you often give up too easily. Unwanted behaviours significantly impact the learning of others too often and necessitate frequent support and intervention. You cause frequent distractions and have occasional lapses in kindness, care, respect, and tolerance are noted. It is crucial to take more pride in your work and the Holderness Academy uniform. You should work to address issues with honesty, punctuality, and readiness to learn with the expected equipment is essential.

Uniform

We are preparing our learners for life beyond school and the world of work and therefore we expect them to take a pride in their appearance. Our uniform expectations are clearly outlined in our uniform policy, and this covers learners on their way to and from school. When learners do not conform to our uniform policy, it is not fair on everyone else and therefore a consequence will be issued.

Equipment

All learners are expected to be prepared for each lesson with the correct equipment. When learners do not have the correct equipment, this disrupts the learning of others because the teacher has to interrupt the lesson to provide the necessary equipment. At Holderness Academy learners are expected to come equipped with:

- Learner planner
- Timetable
- School bag
- Pencil case
- Pen

- Pencil
- Ruler
- Scientific calculator
- Reading book
- PE Kit (on appropriate days- see timetable)

Learners must also have their full PE kit on the days that they have PE and ingredients to participate in DT lessons.

Extended Learning

All learners are expected to complete extended learning when it is set by their teachers. Extended learning serves several important purposes in a learner's educational journey. Firstly, it reinforces the concepts taught in lessons, helping learners retain information and deepen their understanding of the subject matter. Additionally, extended learning provides an opportunity for learners to practice and apply what they have learned independently, fostering critical thinking and problem-solving skills. It also helps teachers assess learners' understanding of the material and identify areas where additional support may be needed. Furthermore, extended learning teaches important life skills such as time management, organisation, and responsibility, which are essential for success both academically and in later stages of life. Overall, extended learning plays a vital role in complementing classroom teaching and learning and preparing learners for future academic and professional challenges. At Holderness Academy extended learning is set in line with our extended learning and teaching and learning policies. Learners who do not complete their extended learning to a required standard or who fail to hand their extended learning in on time will receive a warning and on their second offence that half term, for each subject, will receive an afterschool detention.

Punctuality

All learners are expected to arrive to school on time and attend each lesson on time. Punctuality to school and lessons is crucial for several reasons. Firstly, it sets a positive tone for the day, allowing everyone to start their learning on time and fully engage with the lesson. Arriving punctually demonstrates respect for teachers, classmates, and the learning environment, fostering a culture of mutual respect and responsibility. Moreover, consistent punctuality helps learners develop crucial time management skills, a valuable asset in both academic and professional settings. It also reduces disruptions in the classroom, ensuring a smooth flow of learning and maximising teaching time. Additionally, punctuality cultivates a sense of accountability and discipline, traits that are integral to success in all aspects of life. Overall, being punctual to school and lessons not only benefits individual learners but also contributes to a positive and productive learning environment for everyone involved. Learners who arrive to school late, after 8:30am without a valid reason, provided by parent/s or carer/s will receive a warning and on their second offence that half term, will receive an afterschool detention.

No calling out or interrupting

It is important for learners not to call out or interrupt during lessons for several reasons. Firstly, doing so disrupts the flow of teaching, causing distractions for both the teacher and fellow learners. This interruption can hinder the learning process and prevent learners from fully understanding the material being presented. Additionally, calling out or interrupting shows a lack of respect for the teacher and others who are trying to learn. It can create an environment where other learners feel discouraged from participating or sharing their thoughts, inhibiting collaboration and the exchange of ideas. Moreover, waiting for an appropriate time to speak teaches patience and self-control, valuable skills that extend beyond the classroom into various aspects of life. By fostering a respectful and

attentive atmosphere, learners can maximise their learning potential and contribute to a positive classroom environment conducive to academic success. Learners who call out or interrupt in lessons can expect to be warned, moved within the classroom, and then removed from the lesson, this is called a faculty removal; the learner will serve an afterschool detention.

On task

Learners are expected to stay on task, work hard and play an active part in lessons for several reasons. Firstly, maintaining focus ensures they utilise their class time effectively, optimising their learning opportunities. Actively engaging with the lesson enhances understanding and retention of concepts. Additionally, working hard demonstrates a commitment to academic success and personal growth, fostering a strong work ethic and resilience. Moreover, active participation contributes to a positive learning environment, where learners can collaborate, ask questions, and engage in meaningful discussions. Ultimately, when learners are focused and diligent, they not only enhance their learning but also contribute to the success of the classroom community.

Consequences at Holderness Academy

Classroom Behaviour Management

3-2-1 Self-Regulation

Staff will use the 3-2-1 Self-Regulation routine to secure the full attention of all learners. When the signal is given, learners are expected to respond immediately by:

- Maintaining silence
- Putting all equipment down
- Listening to the speaker
- Facing the front

This consistent routine ensures that instructions, explanations and feedback can be delivered without interruption. By giving their undivided attention to the expert in the room, learners can engage fully in learning, maintain high levels of concentration and maximise their acquisition of knowledge and skills within a calm and purposeful learning environment.

Warn-move-remove

Where a learner's behaviour stops teachers from teaching and learners from learning, learners will receive warnings to support them in moving towards positive behaviour. Continued poor behaviour will lead to sanctions in accordance with policy. Policies and sanctions are advertised in all classrooms and discussed with learners routinely.

0	**Warn**	Planner placed on the teacher's desk. The classroom teacher will explain to the learner the reason for the warning and will give guidance on how the learner is expected to behave.
1	**Move**	Behaviour warning logged on Arbor. Move the learner within the classroom whilst giving advice to the learners.

2	**Faculty Removal**	Second warning logged on Arbor as 'Faculty Remove'. The learner is collected and taken to the appropriate nearby classroom. The learner receives an after-school detention
2 +	**Remove plus**	The learner initially refuses to go to the FR. On-call member of staff begins to take the learner to Reflection, at this point the learner changes their behaviour, and the on-call member of staff encourages them to make the right decision. The learner is placed directly into the Head's Detention (which is longer than the initial detention).
3	**Refusal to go to faculty removal/ Absconding after receiving a faculty removal**	The learner receives one day of Reflection and an after-school detention. Reflection is logged by PD Manager.
3	**Reflection Direct**	A learner may be placed in Reflection as a result of; -Persistent refusal to go to Faculty Removal -Receiving their third warning in Faculty Removal -Swearing directly at member of staff -Act of vandalism -Violent behaviour *This list is not exhaustive, and staff may decide this to be an appropriate sanction for a range of behaviours *Depending on the context, the Headteacher may decide these behaviours will result in suspension

If a learner is removed from the lesson, the learner will complete an afterschool detention. The classroom teacher will contact home in a timely manner to develop a strong home school partnership reducing the likelihood of the behaviour repeating. Staff will give learners a fresh start at every opportunity and take the lead on restoring positive relationships.

Accumulation of Warnings

All warnings accumulate to meet the 5 warnings in a week threshold.

All warnings except **No Extended Learning Task and Equipment** accumulate to meet the 7 warnings in a week threshold.

5 Warnings in a week	**Afterschool Detention**	The learner receives an afterschool detention
7 Warnings in a week	**Reflection**	The learner is placed in Reflection for one day
11 Warnings in a week	**Reflection**	The learner is placed in Reflection for one day

If a learner receives two of the below warnings, in the same week, they will receive an after-school detention;

-Late to lesson

If a learner receives two of the below warnings, in the same week, they are placed in Reflection for one day;

-Incorrect uniform

-No planner

-Faculty Removal

If a learner receives two of the below warnings, in the same half term, they are placed in Reflection for one day;

-Internal truancy

All accumulations of warnings are automatically picked up via Arbor intelligence events and communicated with on-call staff.

Behaviour Warnings

Behaviour	Written warning	Afterschool detention	Headteacher detention	Reflection/ Internal suspension	Fixed Term Suspension/ Managed move
Lack of effort	/				
Peer on peer contact	/	/	/	/	/
Behaviour warning	/				
Faculty Removal		/		/	
Out of lesson behaviour	/	/	/	/	/
Inappropriate language	/	/		/	/
Late to school	/	/			
Late to lesson	/	/			
Mobile phone/ smartwatch violation	/				

Littering	/				
Wearing a coat in the building	/				
Wearing uniform incorrectly	/				
Failure to hand in Extended Learning	/	/			
Lack of equipment	/				
Drinking or eating outside designated area	/				
Out of bounds	/	/	/	/	/
Chewing gum	/				
No planner	/			/	
Incorrect uniform	/			/	
Verbal abuse of staff				/	/
Bringing banned item into school				/	/
Smoking or vaping related behaviours				/	/
Internal truancy		/		/	/
Failure to attend detention			/	/	/
Leaving lesson without permission		/			
Unpleasant behaviour	/				
Bullying				/	/
Damage to school property or building				/	/
Assault				/	/

Mobile phones and smart watches

Mobile phones should be turned off and placed in the learner's bag. If a phone is seen, even when carried in a pocket, the device will be confiscated, **"Onsite, out of site"**.

- 1st offence- device is confiscated and a warning is logged on Arbor. The device is handed in to Learner Reception. The learner will receive their device at the end of the school day.
- 2nd offence- device is confiscated and a warning is logged on Arbor. The device is handed in to Learner Reception. The Pastoral Manager will contact the **parent/carer to collect the same evening.**
- 3rd offence- device is confiscated and a warning is logged on Arbor. The device is handed in to Learner Reception. The Pastoral Manager will contact the **parent/carer to collect on Friday evening.**

Smart watches can be used as a watch, however when this device is used as a communication tool, it will be confiscated and sanctioned accordingly.

*Learners who use a device to take photos or video footage of another learner or member of staff will be dealt with appropriately; this may be referred to the police.

Detention

All detentions are communicated with learners and parents/carers via the Arbor app. We do not inform learners face-to-face.

Detentions start at 3.05pm on a Tuesday and Wednesday and last until 3:45pm. Failure to arrive by 3.05pm or attend the detention, will result in the sanction being escalated to a Headteacher Detention.

Learners who fail to meet expectations during a detention and are subsequently removed will be required to attend Reflection the following day.

Parents/carers must notify the PD Manager (reflection@holderness.academy) 24 hours before the detention is due to start if their child cannot attend a detention. Failure to do so will mean the detention is upscaled.

A reduced late bus service is available for learners, departing the academy at 4:15pm.

It is the responsibility of parents and carers to ensure the safe transportation of their child, to their home, after a detention.

Headteacher Detention

This detention is held on a Monday and starts at 3.05pm and lasts until 4:05pm.

Failure to arrive by 3.05pm, attend the Headteachers detention or meet expectations during it will result in learners going into Reflection for a day. Please note that the detention does not go away, and this sanction will still be outstanding and rescheduled.

If a learner repeatedly misses their Headteacher Detention, they will be suspended from the academy.

Reflection

Learners in Reflection are expected to work in silence, complete all their work and follow instructions. Learners follow their timetabled lessons remotely. Continued disruption in Reflection will lead to a suspension.

Internal Suspension

Learners may receive an internal suspension as an alternative to suspension as a reasonable adjustment depending on the circumstance around the situation and the individual. This will be a prolonged period in Reflection, for example, three days. Parents will receive notification via telephone and be invited into meet face to face before the learner returns to lessons.

Off-site Direction

An off-site direction or managed move is a strategy that provides a learner with a period of time in another nearby secondary school as an alternative to a fixed term suspension. This intervention can help give the learner time to reflect whilst understanding that their current behaviour does not uphold

the academy values. There are 3 different types of managed moves, each are appropriate at different times and in different circumstances. Learners returning from a managed move may be asked to complete a day in Reflection. Parents may also be required to attend a reintegration meeting to best support improvements in their child's behaviour.

The academy follows the guidance provided by the local authority for all managed moves.

Fixed Term Suspension

The decision to suspend a learner will be taken in accordance with DCSF regulations and guidance. Only the Headteacher may decide to exclude a learner (Deputy Head in the absence of the Headteacher). The decision to suspend is made after consideration of the facts and the seriousness of the incident. Examples of incidents where fixed term suspension is used include:

- Insolence towards staff
- Disruption of lessons
- Dangerous behaviour
- Open defiance of the authority of the school
- Aggression or violence towards others.

However, these are only examples and the Headteacher will judge whether to suspend based on each individual case and the facts available. The Headteacher will base judgements on the "balance of probability".

Learners who return from a suspension will return back to normal lessons unless the suspension is related to Reflection. For example, if a learner refuses to enter the Reflection Room or is removed from the Reflection Room due to their behaviour, the learner will return from suspension to complete their time in the Reflection Room.

Learners are expected to complete work during their suspension.

Parents/ carers are invited to a reintegration meeting on the day of their child's return to the academy. The learner will not return to lesson until parents or carers have

Any learner receiving more than 15 days of suspensions in a term must attend a Governor's meeting with their parents or carers.

Permanent Exclusion

The decision to permanently exclude a learner will be taken by the Headteacher in the following circumstances:

(a) in response to a 'one off' serious breach or persistent breaches of the Academy's Behaviour Policy
(b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Examples for a 'one off' incident includes, but is not limited to:

- Serious actual or threatened **violence** against another learner or member of staff

- **Sexual abuse** or assault.
- **Weapons –** Any learner found in possession of any weapon (e.g. knife/imitation gun) whilst on the site or on school transport will almost certainly be permanently excluded. Such incidents will be reported to the police. If a knife/weapon is accidentally brought on to the site, it must be taken to a member of staff immediately.
- **Illegal Substances –** These are strictly banned and learners supplying, using, possessing or being under the influence of illegal substances on the site, on school transport or during Academy organised off-site activity will almost certainly be permanently excluded.
- **Serious Assaults/Threats** against another learner or member of staff will almost certainly result in permanent exclusion. Such an act will almost certainly be reported to the police.
- **Deliberate triggering of the Academy Fire Alarm** will almost certainly result in permanent exclusion. Such a malicious act will be reported to the police.

NB: The above list is not exhaustive and the Headteacher may consider that other infringements should result in the permanent exclusion of a learner. The Headteacher will make judgements based on the "balance of probability".

Banned Activities/Substances:

- **Alcohol and 'Legal Highs'**
  Any learner who is found to be in possession of, using, supplying/selling or under the influence of alcohol or any 'legal high' substance whilst on or near the site, school transport or any Academy organised off-site activity, will be excluded for a fixed term and could be permanently excluded depending on the circumstances.

  Legal highs include all substances which through their ingestion may cause sensations/behaviour for the user that are detrimental to good order and discipline, or which give rise to health and safety concerns for the user or others. Given the changing nature of classification of such substances, government websites should be used to clarify up-to-date names and details of such substances.

- **Tobacco/smoking/e-cigarettes/vapes**
  Any learner found to be smoking, in possession of, supplying/selling tobacco/cigarettes/e-cigarettes and/or smoking related items (e.g. lighter) whilst on or near the site, school transport or any Academy organised off-site activity will receive a sanction depending on the circumstances. This will range from the use of detention, reflection or suspension (which could be permanent for repeated open defiance of the Academy rules) depending on the circumstances.

- **Aerosols** of all types are not permitted in school because of their potentially dangerous nature and impact on asthma sufferers and other health implications.

Alternative Provision

If a learner fails their alternative provision placement, they will be Permanently Excluded from Holderness Academy.

Positive Handling

Holderness Academy follows guidance from the Department for Education set out in the document '[Use of Reasonable Force]'

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a learner needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury.

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 pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Following an incident that has involved a member of staff using positive handling strategies, a Positive Handling Log is to be completed and attached to CPOMS

Searching Learners

Holderness Academy follows guidance from the Department for Education set out in the document '[Searching, Screening and Confiscation- Advice for Schools July 2022]'.

The list of prohibited items set out by this document is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

Any article that the member of staff reasonably suspects has been or is likely to be used:

- to commit an offence
- to cause personal injury to, or damage to property of any person (including the pupil)
- tobacco and cigarette papers
- fireworks
- pornographic images

At no point will a strip search or a patting down take place.

A metal detector may be used to support the search.

Before the search:

- The member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give the learner the opportunity to ask any questions.

Conducting the search:

- Two members of staff should be present, with at least one member of staff of the same sex.
- The search should be conducted with the integrity of the learner in mind, taking place in an appropriate space.

After the search:

Details of the search should be logged on CPOMS, including:

- Name of learner
- Reasons for search
- Items found/not found
- Next steps

Outside the Academy

Learners may be sanctioned for poor behaviour when in school uniform but not on the academy grounds, this includes travelling to and from school by any means.

Behaviour Contract Stages

A learner will be placed on a behaviour contract at the discretion of academy staff at a time they feel is appropriate to help amend a learner's behaviour and attitude.

Stage 1 Tutor Contract:

- Tutor calls home
- 10-day Stage 1 contract

Stage 2 Pastoral Manager Contract:

- Pastoral Manager to meet face-to-face with parent/s or carer/s
- Pastoral Manager notifies Progress Leader
- Discussion about internal support e.g. Time out pass/ELSA support
- 10-day Stage 2 contract

*Learners will receive sanctions for failing their daily contracts.

Stage 3 Progress Leader Contract:

- Progress Leader to meet face-to-face with parent/s or carer/s

- Parents/carers sign a contract at the meeting to say they understand and support the Academy's expectations
- Pastoral Manager to notify the Assistant Headteacher
- Discussion about internal and/or external support e.g. ELSA/Step/PET/MIND/ARRK, AP
- 10-day Stage 3 contract
- Behaviour Support Plan (BSP) to be created

*Learners will receive sanctions for failing their daily contracts.

Stage 4 Assistant Headteacher Contract:

- Assistant Headteacher to meet face-to-face with parent/s or carer/s
- Parents/carers sign a contract at the meeting to say they understand and support the Academy's expectations
- Assistant Headteacher to notify Deputy Head and Head Teacher
- Discussion about internal/external support e.g. ELSA/Step/PET/MIND/CAMHS/ARRK/AP
- 10-day Stage 4 contract
- Follow SEND advice and guidance

*Learners will receive sanctions for failing their daily contracts.

Stage 5 Deputy Head Contract:

- Deputy Headteacher to meet face to face with parent/s or carer/s
- Parents/carers sign a contract at the meeting to say they understand and support the Academy's expectations
- Deputy Head notifies the Headteacher
- 10-day Stage 5 contract

*Learners will receive sanctions for failing their daily contracts.

Each stage will be reviewed after 10 school days. Please note that a review may be conducted within the 10-day period should behaviour not improve or, indeed, deteriorate.

If a learner shows some improvements but not enough to warrant being removed from that contract stage, a learner may repeat that stage again.

If a stage is completed successfully then a learner will be moved back to the previous stage or in some cases may be removed altogether, this is at the discretion of the pastoral team.

Faculty Contracts

A learner may be placed on a faculty contract if there are behaviour and attitude issues in an isolated subject area.

Stage 1 Faculty Contract:

- Teacher calls home
- Teacher notifies Head of Faculty
- Head of Faculty emails and informs Progress Leader/Pastoral Manager
- 6 lesson Stage 1 contract

Stage 2 Head of Faculty Contract:

- Classroom Teacher and Head of Faculty to meet face-to-face with parent/s or carer/s
- Head of Faculty notifies Pastoral Manager and Progress Leader
- Pastoral Manager notifies Progress Leader & Assistant Headteacher
- Discussion about internal support e.g. Time out pass/ELSA support
- 6 lesson Stage 2 contract

Should a learner fail the stage two faculty contract then the learner will be placed on a Stage 3 Progress Leader contract.

Anti-Bullying

TCAT Anti-Bullying Policy (link to website)

The academy should be a place where learners feel happy, safe, confident and respected. Every learner has the right to learn without being teased, harassed or bullied. We expect all our learners to demonstrate the academy **KIND** and **RESPECTFUL** values.

Bullying is not the occasional falling out or isolated name calling which is unpleasant behaviour.

Bullying is not a peer dispute in which both parties contribute to unpleasant behaviours.

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

Holderness Academy takes all cases of bullying seriously.

Bullying is acted out through the following mediums:

• Verbally • Physically • Emotionally • Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Relational Bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone usually through verbal and emotional bullying

Anti-Bullying Steps

The following is the normal hierarchy of sanctions in our staged response to bullying. A serious case of bullying, however, might result in immediate suspension and ultimately permanent exclusion.

Arbor- Unpleasant behaviour

- One off incident- In the first instance the behaviour is classified as unpleasant behaviour, this is logged on Arbor.

Actions;

- The Pastoral Manager will consult with the Progress Leader to decide on the appropriate sanction

CPOMS- Bullying Stage 1

- Repeated unpleasant behaviour- A trend is picked up by the pastoral team through the Arbor intel events and the behaviour might be identified as bullying.

Actions;

- Pastoral Manager to log on CPOMS and alert the PL, DSL and Assistant Headteacher for Culture and Climate, also choosing the appropriate category e.g. online, homophobic etc
- Both sets of parents are informed
- Bullying contract created
- The Pastoral Team will consult with the DSL and Assistant Headteacher for Culture and Climate, which may result in a period of time in Reflection
- Support given to both the victim and the perpetrator

CPOMS Bullying Stage 2

- The Stage 1 contract is broken due further unpleasant behaviours aimed towards the same learner.

Actions;

- Pastoral Manager to log on CPOMS and alert the PL, DSL and Assistant Headteacher for Culture and Climate, also choosing the appropriate category e.g. online, homophobic etc
- Face to face meeting with parents
- Bullying contract reviewed and updated
- Support given to both the victim and the perpetrator
- The Pastoral Team will consult with the Assistant Headteacher for Culture and Climate to decide on the appropriate sanction which may include an FTE

CPOMS Bullying Stage 3

- The stage 2 contract is broken due further unpleasant behaviours aimed towards the same learner.

Actions;

- Pastoral Manager to log on CPOMS and alert the PL, DSL and Assistant Headteacher for Culture and Climate, also choosing the appropriate category e.g. online, homophobic etc
- Face to face meeting with parents
- Bullying contract reviewed and updated
- Support given to both the victim and the perpetrator
- The Pastoral Team will consult with the Assistant Headteacher for Culture and Climate to decide on the appropriate sanction which may include an FTE