

Behaviour Policy



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The Hurlingham Academy

BEHAVIOUR AND EXCLUSION POLICY

This policy document contains:

1. Academy expectations;
2. Policy implementation and communication
3. Managing Behaviour for learning and sanctions
4. Prohibited items and searches
5. Bullying
6. Promoting positive behaviour and attitudes for learning

1. ACADEMY EXPECTATIONS

1. At The Hurlingham Academy, learning is at the centre of everything we do. We therefore have a commitment to provide a learning environment where everyone in the school community feels safe, secure and free to focus on achieving their full potential. To ensure every students' potential is reached we have implemented a framework outlining clear expectations, promoting a culture where everyone in the school community takes responsibility for positive behaviour and feels safe, valued and respected. Our policy aims to;

- Promote positive behaviour;
- Promote self- esteem, self- discipline and positive relationships;
- Provide a safe environment free from disruption, violence and bullying;
- Ensure a consistent approach to tackling behaviour;
- Promote early intervention.

2. POLICY IMPLEMENTATION

2.1 All staff to implement the school behaviour policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

2.2 The Principal and the senior leadership team of the academy to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to Governors and parents/carers when required.

2.3 Students will be responsible for:

- Arriving on time for roll call;

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- being punctual to all lessons;
- aiming for 100% attendance.

• **Conduct around site:**

- Ensuring all electronic devices are out of sight and switched off;
- Leaving expensive items at home (The Academy does not accept responsibility for loss, damaged or stolen items);
- Wearing correct uniform at all times including black outdoor shoes (no boots, trainers, canvas or steel capped shoes). No excessive jewellery, 3mm stud earrings for girls. No facial, tongue piercings or earrings for boys. No makeup, hair dye or painted/false nails. No beards or moustaches or designs shaved into hair. No "hoodies" as uniform or external coat;
- Not eating or drinking except in the school canteen;
- Not touching, jumping or play fighting.

• **Observing the 'Corridor Code':**

- Walk quietly on the left
- Wear school blazer at all times, carry coat and bag
- Be courteous to staff, students and visitors

Conduct in lessons:

- Line up quietly outside the classroom prior to the start of the lesson;
- Enter, stand behind the chair and wait until the teacher greets the class. Then, sit down silently in the seating plan devised by the teacher and immediately commence your starter;
- Listen in silence whilst the member of staff leading the lesson speaks;
- Raise your hand to ask a question without calling out;
- Be equipped: student planner, Knowledge Organiser, THA bag, PE kit, pens, stationary;
- Drinking water bottles only, no eating or chewing;
- Going to the toilet only during break times;
- Take care of presentation, underline titles and date, set out work neatly and glue all your worksheets in. Look after your books, remember your parents, SLT and inspectors will be seeing them;
- Work to the very best of your ability without disrupting the learning environment.

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Homework:

- Record your homework in your planner;
- Complete your homework to the best of your ability;
- Meet all deadlines set, even if you are absent on the day it was set.
- Check "show my homework" timetable.
- Learning the key words and descriptions of your Knowledge Organiser is also part of your homework.

2.5 Representing the Academy

Students are expected to demonstrate an exemplary standard of conduct on the journey to and from school, on school visits and when representing the school. Students are to be mindful that they represent the Academy at all times and are required to positively promote themselves and the school.

Students are expected to:

1. Arrive at school and leave school in full uniform (students are not permitted to wear hoodies inside the school grounds);
2. Be polite and courteous at all times;
3. To use public transport, cycle lanes/pedestrian zones safely and respectfully;
4. Dispose of litter properly;
5. Respect members of the public, our neighbours; our local shops and property.

2.6 "Lines in the Sand"

There are some behaviours that will not be tolerated. Where these lines are crossed, it is highly likely that students will face a permanent exclusion. An indicative but non exhaustive list include:

- Swearing at a staff member;
- Bringing drugs into school;
- Bringing a prohibited item into the school
- A weapon of any sort including pen knives and BB guns;
- Persistent bullying;
- Persistent disruption of lessons;
- An unprovoked physical assault of another student or a member of staff;
- A behaviour that brings the reputation of the Academy into disrepute;

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- Sexual relationships;
- Intentionally setting off the Fire Alarm;
- Gambling;
- Knowingly bringing a trespasser onto the school site;
- Significant breach of health and safety;
- Beyond care and control of the Academy.

3. Managing behaviour for learning: sanctions

Sanctions are needed to respond to students' inappropriate behaviour. Different categories of negative behaviour have been agreed to be sanctioned according to their severity.

3.1 Detention Sanctions: Lateness and Homework

Detention sanctions are set for lateness to school and for failing to complete homework, including failure to pass the Knowledge Organiser test in each subject. Students failing to arrive to school on time at 8.25am will be required to attend a detention on the same day for 45 minutes (Any formal medical notes have to be received in writing). If students are late to lessons more than once in a single week they will receive a Senior Leadership detention until 5:15pm on a Friday.

Failure to complete or meet homework deadlines will warrant a subject detention for 45 minutes on the same day, please note that the detention can move to the following day if it clashes with another detention already set for the student. Failure to attend a detention will result in an SLT detention that runs on Friday until 5:15pm

3.2 Demerits

Any breach of the behaviour policy outside of the classroom will warrant a demerit (this does not apply to "lines in the sand", prohibited items, homework, APSC referrals or lateness breaches). A demerit may also be issued in the classroom where a teacher feels this is an appropriate sanction. Students receiving 4 demerits will receive an SLT detention on a Friday that ends at 5:15pm

3.3 Binary Behaviour Model (Alternative Pastoral Support Centre)

3.3.1 Managing behaviour inside the classroom.

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At The Hurlingham Academy we recognise the importance of providing a classroom environment conducive to learning. An environment where every student's opportunity to learn is maximised and where the atmosphere around the school promotes a sense of focus and wellbeing. To enhance this, we follow the Binary Behaviour Model of managing behaviour to reinforce the key message that lessons are for learning.

Students who fail to meet classroom expectations will have their name written on the whiteboard by way of a formal warning and the member of staff leading the lesson will record the reason why next to the student's name on the board. The second time during a lesson that a student fails to meet these expectations they will be sent to the APSC for a period of one working day. Failure or refusal to go to the APSC will result in two days in APSC or a one-day fixed term exclusion with the day in APSC completed upon their re-admittance to the school (a meeting with the parent or career before re-admittance will be completed).

The member of staff who sent the student to the APSC will meet with the student by the end of the student's sanction for a restorative conversation where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students referred will be required to remain in school until 4:45pm that day.

As part of the support and transition process, for the first half term, the binary behaviour system has been adapted as follows. When the child fails to meet the expectations of the classroom, they will be given 2 formal warnings. These will be written on the board with the reason. After the third time that the students fails to meet the classroom expectations they will be sent to the APSC for a period of one working day.

There are a number of things that will happen once a student has been sent to the APSC. The following is a simplified version of Binary Behaviour process:

Step 1. The student arrives at APSC:

- The student hands over their mobile phone.
- The student completes a reflection sheet.
- Once the reflection sheet is completed the student is then given additional work to complete.
- At the end of the day the student is expected to engage in a restorative conversation with the teacher.
- The student remains until the next day until the time they were sent out of lessons (e.g. sent out P3 remain until the end of P3 the following day).

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- Students who are reflective and display positive behaviour and exemplary learning for 5 periods will have the opportunity to return to lessons.

If the student does not engage with any of the above expectations repeatedly, they will be given a Fixed Term Exclusion (FTE).

Step 2. Parents will be contacted by the admin team to inform them their child has been referred:

- The admin team will email the teacher concerned to remind them to attend the restorative conversation and contact home.
- The teacher will have a restorative conversation with the student.
- The teacher will then contact home to explain/discuss the incident.

3.3.2 APSC referrals escalation

The number of APSC referrals will be analysed on a weekly and cumulative basis with a report given to the Senior Leadership Team so that the pastoral team can track and intervene on any subject specific teaching group issues or any specific student. This is produced on a weekly cycle as part of the behaviour report which is presented during SLT meetings

Stage 1

Student receive three referrals in 6 months, parents will be called and informed of the concerning behaviour displayed by the student.

Stage 2

When the student receives three FTEs or six referrals in 6 months, they will attend a three-day assessment programme in the APSC or take part on a mentoring program to support them with their behaviour.

- Parents or carers will be required to meet with the Vice Principapl for Pastoral Care and will be contacted by a staff member to share any updates.
- A Behaviour Support Plan is designed for the student to help students change their behaviour and form good habits. Any teaching adjustments as a result will be shared with staff and parents prior to reintegration back into the main school.
- Students will complete an intervention programme with appropriate mentor support once a week, and when necessary external agency support will be provided.

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Stage 3

When the student receives an additional six exclusions or six referrals (12 referrals in total), a SLT hearing will take place.

- Parents and carers will be contacted to inform them about the SLT hearing.
- An assessment will be completed by the pastoral team with a round robin from all teachers.
- Students will continue accessing the Behaviour Support Plan and mentoring program.
- Managed move procedure might be investigated at this time.

Stage 4

Any additional exclusion or three more referrals (15 referrals in total), a Governor's meeting will take place.

- Parents or carers will be contacted to inform them about the Governors' meeting.
- An assessment and report will be completed to inform parties about the behaviour concerns.
- A final warning will be given so that students can improve behaviour.
- Managed move procedure might be investigated.

3.4 Alternatives to exclusion and behaviour interventions.

The Hurlingham Academy recognises that exclusion from school is a serious matter, particularly when these students have experienced significant disadvantages in their lives. We avoid excluding students where possible and try to achieve the correct balance between the needs of the students and the needs of the Academy community. Therefore we also use other alternatives to exclusion and ensure that there is early intervention with student behaviour.

Behaviour mentoring support: as part of the Behaviour Support Plan, repeat offenders attend a weekly session with the school pastoral team where students reflect on their behaviour in small groups and are provided with additional interventions to support their behaviour and learning needs.

Off-site Managed Interventions at The Bridge: a bespoke managed intervention programme to support learners in addressing negative patterns of behaviour in order to return to the Academy. This includes a tailor-made PSHCE programme, aimed at addressing and removing barriers to learning in order to improve students' chances of success upon their return to the Academy. The centre provides the Academy with a detailed report outlining strategies and recommendations for support.

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Managed Move: the Academy participates when possible in the managed move process in Hammersmith and Fulham which involves students transferring to another school in the borough on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the Academy. The Academy also receives students under this scheme and has successfully integrated many students on this basis.

3.5 Behaviour outside the school gates

Our exclusion and behaviour policy covers behaviour not only within school but outside off school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

6.9.1 Taking part in any school-organised or school-related activity, or

6.9.2 Travelling to or from school, or

6.9.3 Wearing our school uniform, or in some other way identifiable as a Hurlingham Academy student. Or for behaviour which at any time:

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another student or member of the public, or
- Could adversely affect the reputation of the school.

4. PROHIBITED ITEMS AND SEARCHES

3.1 The following items are banned from the Academy premises and school visits. An indicative, but not exhaustive list include:

- Weapons – or any item that can be used with the intention of causing harm
- Alcohol and or drugs
- Fireworks
- Cigarettes/smoking material (including vapes), lighters and matches
- Stink bombs and water bombs
- Mobile phones and headphones that are heard or visible
- Electronic devices that are heard or visible
- Aerosols
- Bandanas
- Hooded sweatshirts

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- Jewellery (accept watches)
- Make-up
- Nail varnish
- Chewing gum
- Sweets, large bags of crisps and junk food

If it is believed a student has a banned item in their possession, a member of the Senior Leadership Team or Pastoral Team may conduct a search of the student and their possessions. Items will be immediately confiscated and will lead to a sanction ranging from a verbal warning to an exclusion depending on the severity of the breach.

5. BULLYING

At The Hurlingham Academy we believe that every child has the right to feel safe and secure, to learn in an environment where bullying is not tolerated. We aim to create and maintain an ethos in which students feel safe to report bullying and confident in our ability to deal with bullying quickly and effectively. We take all claims of bullying extremely seriously, resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future. The aim of our anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied.

For further information, please see our anti-bullying policy.

6. PROMOTING POSITIVE BEHAVIOUR AND ATTITUDE FOR LEARNING

6.1 Rewards

At the heart of any behaviour policy has to be a system that recognises, reinforces and rewards positive behaviour and achievement. At The Hurlingham Academy we have introduced a Merit rewards system (also known by epraise) that is designed to:

- Motivate and encourage students to realise that good behaviour is valued
- Foster the nature of competition between individuals, houses and year groups
- Recognise attainment, progress and pastoral achievements
- Promote a culture of excellence

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Merits are given by staff to students for a wide range of reasons. These reward points are managed by the pastoral team. Weekly positive reports are generated by the KS3 and 4 coordinator and shared with students and tutors. This is so that students can be continually recognised for their positive contributions to their learning. The pastoral team, through analysis of these reports and liaison with their teachers and tutors, will distribute rewards during our weekly Year Assemblies and during our termly Celebration Assemblies.

Examples of positive behaviours and attitudes that are rewarded with merits:

- An outstanding piece of work
- Excellent attainment
- Excellent progress
- Excellent attitude to learning
- Service to the school community-merits or commendations depending on the level of service i.e. showing around school visitors = merits, library volunteer or organising an event = commendations or Post Card of Excellence;
- Service to the wider community, as above:
- Participation in public performance – can be merits or Post Card of Excellence;
- Participation in school visit- award where the student has excelled in representing the school;
- Representing school at Sport, Debate Mate, etc;
- Extra-Curricular activity;
- Consistently outstanding performance in all areas – Post Card of Excellence or merits;
- Academic excellence;
- Academic progress.

6.2 Post Cards of Excellence

All school staff can nominate a student for a Post Card of Excellence by sending them home directly or emailing the Hed of Year who will present to the Senior leadership Team.

6.3 How students will be rewarded

Students will be rewarded through certificates, Post Cards of Excellence sent home, Golden Post Card of Excellence (which includes a trip free of cost), School Shop Vouchers and nominal prizes each term according to the merit points won.

6.4 Accolades or Golden Post Card of Excellence

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Accolades or Golden Post Card are a way of recognising the achievements of a student, which goes beyond that of most students. They are one off and only given when students receive ten Post Cards of Excellence in the year. Students who receive a Golden Post Card will enjoy of attending a free educational trip with the Principal or the Pastoral Lead.

6.5 Principal Awards

Principal Awards are issued to students for:

- Significant achievements both inside and outside of school
- An outstanding piece of classwork, project work or homework
- Significant contribution or effort within a subject over a sustained period of time

Principal Awards will be issued to students at a ceremony at the end of each long term (Christmas, Easter and Summer) where students will be awarded certificates in front of the whole school.

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We are committed to working supportively with parents and will always contact parents at an early stage if we have any cause for concern. Equally, we recognise that guiding young people through their teenage years can be challenging for parents as well as teachers and wherever possible will support parents in this process.

We at The Hurlingham Academy strive to put emphasis on the positive aspects of our pupils and look for the good to raise their esteem and self-worth and will contact parents to inform them of the recognitions they have received and give positive information. The school's behaviour management policy is designed to ensure effective learning and help pupils to be good citizens and happy, confident, and considerate young people who have developed a strong moral code to guide them through life.