



Ark Helenswood Academy
Inspire – Achieve - Excel

Ark Helenswood Academy Behaviour Policy 2016 2017

Principles

At Ark Helenswood Academy, we are committed to supporting our students to excel in everything they do. We believe that in order to be successful our students must understand and be responsible for the choices they make. This policy aims to promote an environment where learning can take place and students make the correct decisions to enable the best chances for all to achieve.

“The headteacher must set out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work and which regulate the conduct of pupils.” (DfE 2016, Behaviour and discipline in schools. Advice for headteachers and school staff.)

“Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006) The power also applies to all paid staff with a responsibility for pupils.” (DfE, 2016: Behaviour and discipline in schools. Advice for headteachers and school staff)

Our Aims

- To have high expectations of student behaviour.
- To maximise opportunities for students to achieve.
- To promote resilience.
- To ensure fair treatment for all.
- To promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To ensure a consistent response to both positive and negative behaviour.
- To promote early intervention.
- To create a safe environment free from disruption, violence, bullying and any form of harassment.
- To form active, positive relations with parents/carers to develop a shared approach when improving behaviour.
- To observe, talk to and listen to students when improving behaviour.

Students are expected to:

- Arrive at the Academy between 8.00am and 8.30am to commence the normal school day.
- Be punctual to all lessons. Any student who arrives late may be expected to catch up lost learning time in a detention.
- Remain on site throughout the Academy day and leave promptly at the end of the day unless engaged in organised after school activities.
- Be ready to learn with the correct equipment for their lessons.
- Have the highest expectations of themselves, be polite, respectful and have a positive attitude towards learning and everyone on the Academy site.
- Make an effort to form positive, co-operative relationships with all staff across all subjects to ensure a flow of learning, allowing the whole community to always have the opportunity to achieve.
- Comply with reasonable requests or instructions made by any member of staff, the first time of asking, to avoid disruption to the Academy and the community.
- Behave sensibly during break and lunch and avoid causing disorder in the Academy.
- Put all litter in the bins provided to maintain a tidy and hygienic Academy environment.

- Behave in a safe manner at all times and ensure others around them feel safe and happy.
- Turn off all mobile phones and electronic devices from the moment they enter the school site at the start of the school day until they leave at the end of the day. Such devices should not be seen, heard or used during the school day. If seen students must hand the device over and a responsible adult will need to collect the item on a Friday at the end of school. Please see below for the Academy rules on the right to search students for such items.
- Wear the Academy uniform correctly:
 - Low-heeled black school shoes, which excludes trainers, plimsolls, canvas shoes, sandals and boots. If any student arrives without a note from a medical professional to excuse incorrect footwear they will be isolated until expectations are met. Trainers are expected to be worn in PE lessons.
 - No make-up is to be worn, this includes nail varnish and false nails. Girls will be asked to remove the nail varnish and/or make-up.
 - No visible piercings except for one pair of small studs. Plasters should not be used to cover piercings nor retainers used. Girls will be asked to remove additional piercings.
 - No headphones to be used during the school day.

The Academy reminds all students of the Helenswood Girl Charter, compiled by a student voice panel.

Helenswood girls:

- Strive to reach their full potential.
- Respect each other, never saying or doing anything which might cause offence to others.
- Value school property and the property of others, treating it with care.
- Co-operate fully with members of staff, following instructions the first time they are given.

The Principal will:

- Implement the school behaviour policy consistently throughout the school by setting standards for behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to the Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.

Staff will:

- Be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied.

The Local Governing Body (LGB) will:

- Consult with the Principal, staff and parents in order to review the promotion of good behaviour for learning in the Academy.
- Ensure that what is communicated to students and parents/carers is non-discriminatory.
- Support the Academy in maintaining high standards of behaviour.

The Local Governing Body, Principal and staff will:

- Ensure there is no difference in application of the policy on any grounds, particularly ethnicity or nationality, culture, religion, gender, disability or sexuality.

Parents/Carers are expected to:

- Fully support the need for acceptable behaviour from their child.
- Support the discipline in place by the Academy.
- Communicate with the Academy and be available to receive communication from staff.
- Make every effort to attend appointments when scheduled.
- Contact the Academy should alternative strategies be necessary in order to support communication between home and the Academy.
- Support the Academy's decisions in relation to the behaviour of their child and cooperate with parenting contracts.

“Parenting contracts can be used in cases of misbehaviour or irregular attendance at school or alternative provision. Parenting contracts are voluntary but any non-compliance should be recorded by the school or local authority as it may be used as evidence in court where an application is made for a behaviour parenting order.” (Section 19 of the Anti-social behaviour Act 2003 provides that “parenting contracts can be entered into where a child who is a registered pupil has engaged in behaviour connected with the school which is likely to cause significant disruption to the education of others, significant detriment to the welfare of the child themselves or of other pupils or to the health and safety of staff or the pupil is at risk of exclusion.”) (DfE 2015 . School attendance parental responsibility measures. Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police.)

Students are encouraged to behave in a manner which supports learning and promotes good relations. Poor behaviour and low level disruption prevents the rest of the Academy community from learning and may deprive other students of their right to a good education and opportunities to achieve. It could also lead to young people feeling unsafe, bullied, intimidated or threatened. Students are encouraged to make the correct decision and be positive and cooperative at all times, which the Academy can then praise and reward. It is recognised that students will make incorrect choices at times, and strategies to encourage change in behaviour will be applied. If necessary, the Local Governing Body and the Principal will need to intervene and act to ensure the behaviour of a minority of students does not threaten the education, safety or well-being of others in the Academy and its community. There are a range of sanctions including exclusion.

Behaviour Management Cycle

We have high expectations for all students at Ark Helenswood Academy. We know that where students achieve high standards of behaviour they will achieve high academic and personal outcomes.

Through our Behaviour Management Cycle teachers strive to:

- Embed high expectations of learning and achieving.
- Narrate the positives throughout lessons.
- Follow up, where necessary, with consequences.

Students are expected to:

- Be reflective and strive for outstanding outcomes through self-responsibility.

‘Behaviour for Learning’ gives students choices and opportunities to improve when low level disruption has affected learning and the community. If unchallenged this kind of behaviour interrupts learning and undermines the authority of the teacher. If students refuse to comply with reasonable requests from staff the severity of discipline and sanctions are escalated.

Behaviour points are issued for each sanction, which are recorded on the student’s Bromcom profile. This is monitored and will trigger intervention strategies to improve behaviour. As the level of disruptive behaviour increases with severity and/or becomes persistent, interventions will be put in place to address the poor behaviour and disengagement. Interventions include parent/carers meetings, target setting, behaviour contracts, pastoral reports, subject reports, alternative time-tables, alternative break and or lunch provision, parenting contracts, alternative provision, school to school placements and possible exclusion. All staff will lead on student behaviour and intervene to ensure excellent standards are maintained.

Classroom Expectations

- Arrive on time.
- Students stand until they are invited to sit.
- Equipment, planner and reading book on your desk.
- Every classroom has a designated bag space where students place their bags at the beginning of every lesson.
- Every classroom has a seating plan – which is renewed by every member of staff every term.
- Seating plans are decided by teachers and cannot be challenged without a genuine reason that must be discussed between the student and the teacher, one to one away from other students, or by discussion between the teacher and a parent/carer.
- Listen to instructions, and follow them the first time.
- Be respectful to everyone in the class.
- Keep hands, feet and negative comments to yourself.
- Do not eat or chew in class.
- We all share the classroom expectations every lesson.
- We all use de-escalation strategies before we move to the behaviour system.

'Behaviour for Learning' System

It is our intention to reward behaviours that exemplify our values and meet the expectations of the Ark Helenswood Charter, however, where there are instances of behaviour that do not reflect these, we will apply the following:

De-escalation strategies - learning is at the core of everything we do, and there are clear strategies that must be employed before beginning the formal stages of our procedures. Only in the most exceptional circumstances would a stage / stages be missed. De-escalation strategies are highly effective for the majority of students in our Academy. It is an expectation that staff will employ these strategies as soon as behaviours are seen that affect the learning of individuals or groups or contravene our expectations. Clear and consistent classroom routines are the foundation for this process. Best practice is seen when these strategies are typically part of classroom routines and they should be seen as Step 1 in our Behaviour for Learning Steps for Success:

The following identifies primary strategies that should be used to remind students that their focus must be on learning.

- Clear classroom routines.
- Explicit reminder of the expectations for learning.
- Praise of correct behaviours.
- Use of the reward system.
- Use of non-verbal signs, proximity, distraction, positive instructions and repetition of instructions (then looking and walking away) continuing the lesson to allow the student to respond.
- Name on the board; give student time to comply and make the right choice.
- Use of the language of choice.
- Quiet one-to-one conversation to find out if there is a problem, reminder of expectations for learning.
- Rebuke.
- Move seats.

Red Card – A Red Card is used in extreme situations where it is not appropriate to use de-escalation as staff or student safety is compromised.

Behaviour for learning system

B1

Issued to students who do not respond positively to de-escalation strategies. Student's name is written on the board and a Behaviour Point is logged.

B2

Student continues to disrupt or is disengaged.

On Call is sent for to discuss the behaviour with the student, outside the lesson, so that learning may still continue for other students. The student has the chance to discuss the reason for the B2. This is a chance for the student to reflect on their behaviour, recognise how it affects their learning and the community and recognise how to change it. It is also an opportunity to have a one to one supportive conversation with a staff member should there be something else causing a barrier to learning. The student should verbally agree to a commitment to improvement and return to the lesson.

After school 20 minute detention issued. Teacher calls home. On Call ensures that the sanction is logged. Parent receives a notification of the detention which is to be set for the following day.

The Academy asks that parents/carers support a fresh start the following day and encourage positive behaviour.

B3

Student persists in disturbing the Academy or is not completing assigned work. The student is removed from the lesson and will be placed in another classroom.

or

If there is no agreement from the B2 sanction, the sanction will increase to a B3 where the student is removed from the lesson and will be placed in another classroom.

After school 40 minute detention is issued. On Call staff places student into another class for remainder of lesson time, or isolates if it is during break/lunch. Teacher calls home. On Call ensures that the sanction is logged. Parent receives a notification of the detention which is to be set for the following day.

The Academy asks that parents/carers support a fresh start the following day and encourage positive behaviour.

B4 – the student refuses to cooperate, disturbs the lesson they have been exchanged into or persists in disturbing the academy and community.

Student is placed into the Exclusion Room. After school 40 minute detention is issued.

Exclusion Room (ER)

Student is isolated for a specified amount of time or until behaviour is considered by staff as cooperative and conducive to calm and purposeful learning. At times, the Academy may decide to place a student in the Exclusion Room for behaviour that warrants isolation for longer periods of time. While in the Exclusion Room, students are to work in silence and complete work provided. The Pastoral Administrator will notify staff of students going into the ER room who require work. Break and lunch times for isolated/excluded students will differ to their peers, but food and comfort breaks will still be given.

Fixed Term Exclusion (FTE) or Permanent Exclusion (PEX)

If a student disrupts and breaks Academy rules, an investigation is carried out into the incident by a nominated member of staff at the Academy. The Principal can issue the FTE in the following situations. In some situations a PEX will be issued.

- Failure to comply with a reasonable request from a senior member of staff, including handing over electronic devices.
- Persistent failure to wear academy uniform which has been provided (where possible) for a student who is in incorrect uniform as this is a failure to comply with a reasonable request.
- Breaches of health and safety.
- Persistent failure to comply with the requirements of the Behaviour for Learning system.
- Theft.
- Making false allegations.
- Persistent defiance or disruption.
- Severe bullying.
- Misuse of ICT, social networking or cyber bullying.
- Fighting.
- Use of obscene language towards or in front of staff.
- Physical abuse/attack of staff.
- Physical abuse/attack of students.
- Damage to property.
- Smoking.
- Possession of illegal drugs or other substances.
- Use or misuse of illegal drugs or other substances.
- Supplying an illegal drug(s).
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Racist or homophobic behaviour.
- Bringing the Academy into disrepute.
- Other serious breaches of the Academy rules.

Severe level sanctions such as exclusions can only be determined by the Principal/Vice Principal in line with DfE guidance. Parents are informed and engaged in pastoral/restorative plans in all cases except permanent exclusion. Pastoral/restorative plans will only be considered if there is a degree of contrition, honesty and a willingness to apologise in public if necessary.

Permanent exclusion will be considered if a student:

- a. Is in persistent breach of the provisions of this policy and as a result of her actions there is a serious detrimental impact on the welfare and education of others attending the academy,
or
- b. Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off' incident. There is no comprehensive list of exceptional incidents and students and parents should be aware that these will also cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a student take place outside of the academy and are of such a nature that the reputation and good standing of the academy is brought into disrepute.

Searching, Screening and Confiscation:

The Principal and staff authorised by the Principal have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are: knives and any other weapons, alcohol, illegal drugs and controlled substances, stolen items, tobacco and cigarette papers, fireworks, pornographic images, mobile phones and electronic equipment or any

other 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).

The Principal and authorised staff can also search for any item banned by the school rules. The law allows schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, and enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where it is reasonable to do so. Schools are not required to inform parents before a search takes place or to seek consent to search their child. The Academy reserves the right to inform the police, where appropriate, with regard to any prohibited item listed above.

(DfE, 2014, Searching, Screening and Confiscation. Advice for headteachers, school staff and governing bodies)

If a student refuses to cooperate with a search, a disciplinary penalty will be applied, decided by the Principal or Vice Principal, depending on the severity of the reason of the need to search. At Helenswood, searches will be carried out by same-sex staff, with a second staff member in attendance, however in exceptional circumstances where there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff, an exception may be made to this rule.

It is important to maintain good order and authority in the Academy and when a student is issued with a FTE then they should, with parent/carer permission, leave the site immediately, without return until the scheduled reintegration meeting accompanied by their parent/carer. Students must leave the site immediately when instructed to do so and sign out at the office on their way. Alternatively a staff member can log when they left the site. Students cannot return to the Academy site.

“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.” (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

Electronic device confiscation

- Student is asked to turn the mobile phone off
- Student can collect the SIM card at the end of the day
- Student receives receipt which should be brought back on at the end of the school day on Friday to collect the device
- Device is put into a school safe
- Home is texted to say that a confiscation has taken place
- Student is able to ask at the office to make a call home (outside of lesson time)

Detentions (next day)

Ark Helenswood Academy set the following detentions to support discipline:

- B2 = 20 minutes after school
- B3 = 40 minutes after school
- B4 = Exclusion Room plus 40minutes after school detention

Multiple sanctions in one day:

- 2 X B2 in one day = 40 minutes after school
- 1 X B2 and 1 X B3 **or** 3 X B2 **or** 2 x B3 in one day = Exclusion Room for rest of day plus 40 minutes after school detention
- 2 X Exclusion Room in a week = pastoral report

Failure to attend a detention:

- Failure to attend 20 minutes escalates to 40 minutes the next day.
- Failure to attend 40 minutes escalates to the Exclusion Room and 40 minutes on the next day.

Interventions are listed below and are activated by behaviour incidents or exclusions logged electronically:

- Parent/carer meetings
- Tutor Report
- Head of Year Report
- Assistant Principal Report
- Pastoral Support Plan (PSP)
- School Based Plan (SBP)

“Teachers have a power to impose detention outside school hours.

Parental consent is not required for detentions.

Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely;

At Ark Helenswood Academy we use detentions to remind students of expectations, insist students reflect on their behaviour, catch up on missed learning (including homework and learning missed due to lateness to the Academy/lessons). Detention staff will discuss learning with students to find out further strategies that can be used to support learning. The detention room also provides a base for students to get reports signed daily.

Alternative Timetable

Alternative timetables may be implemented for students at risk of exclusion as an additional supportive strategy, with a view to reintegrate the student back into full time education. The Academy recognises the need to keep the time out of the Academy short and therefore requires full commitment from the student to improve their behaviour and avoid harming their education and that or welfare of other students in the Academy.

Success Plans

Eligibility:

- Any student already on a PSP (Pastoral Support Plan) is not eligible for consideration.
- A student considered for a Success Plan must have a genuine need for support. It must be carefully assessed whether a supportive plan which enables embedded behaviour that currently prevents the student from progressing academically is the appropriate course of action to provide long term change. (This in some cases may be in place of a Pastoral Report).
- Behaviour must not be the main concern for the use of the plan.
- Statemented students who would benefit from the Success Plan must be considered as a matter of course.
- Any member of staff can recommend a student for a Success Plan. The final decision must be agreed by Heads of Year and the Inclusion Panel.

- Upon any incident which is deemed severe enough in accordance with the Schools' behaviour policy, the Success Plan will be terminated and replaced with an appropriate level of Pastoral Report.
- A maximum of three students per year group, unless otherwise agreed at the Inclusion Panel.

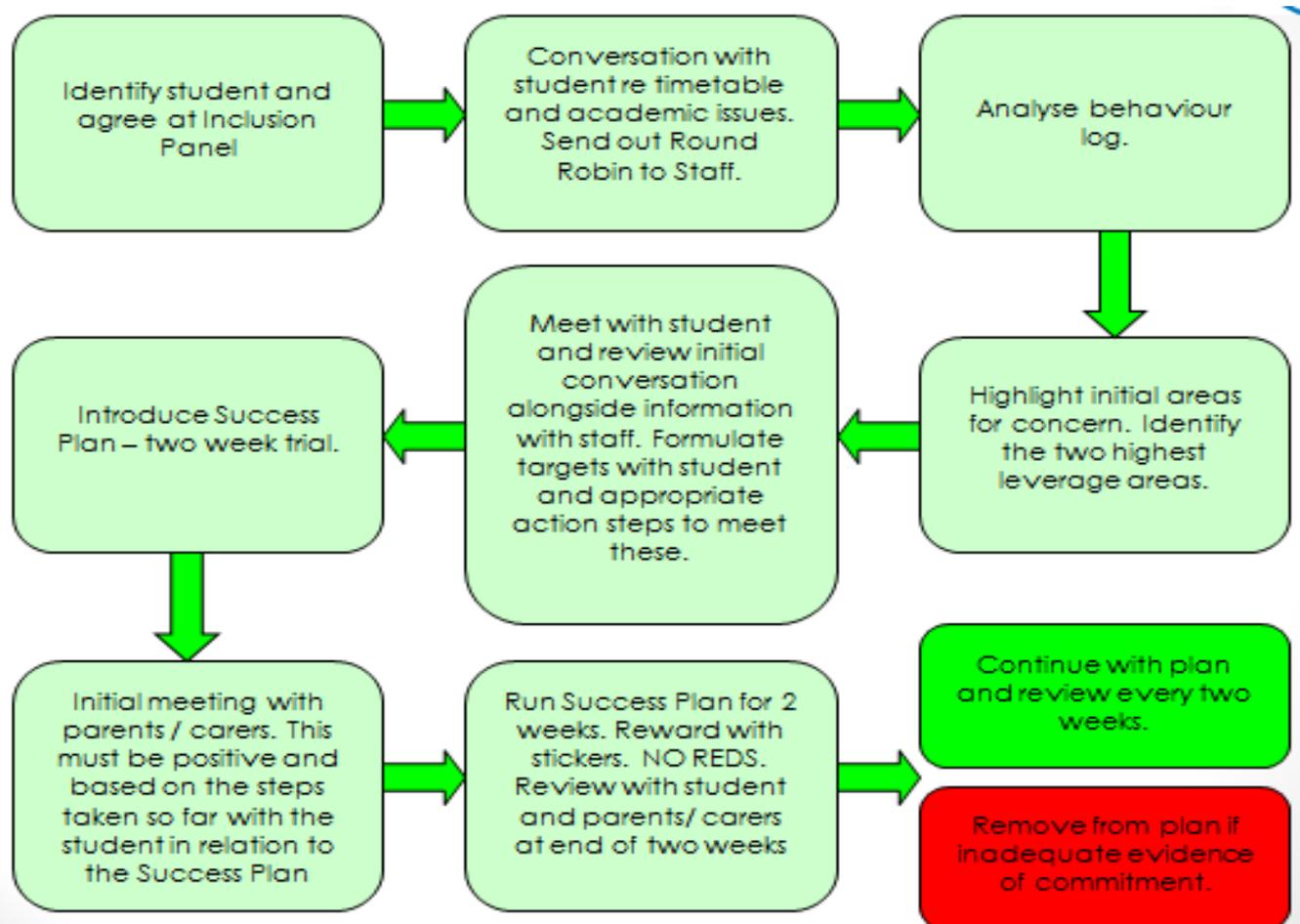
Implementation:

- Success plans must be monitored and enforced by Heads of Year or a specifically allocated member of staff in agreed cases.
- The targets for the success plan must be agreed by the student, Head of Year & parents / carers and reviewed every 2-3 weeks.
- Parental involvement in the plan is essential.
- Sanctions with the plan must be implemented by the Head of Year in line with the behaviour policy.
- A trial period of two weeks must be adhered to before the plan is implemented long term.
- If a student does not commit to the Success Plan then it must be replaced by an appropriately levelled Pastoral Report.
- When a Success Plan is issued all teachers must be informed of the reasons, actions and targets alongside any other relevant information pertaining to the needs of the student.

Day to day running:

- Heads of Year must monitor Success Plans twice every day as a minimum. Once at break time and once at lunch time
- Heads of Year must agree the targets and consider the highest leverage actions for the student based on feedback. A Round Robin may be used prior to implementation of the first set of targets.

Process for Success Plans:



CCTV may be used by our Academy to manage behaviour and safety, and may be consulted during investigations. CCTV footage can be viewed by staff in order to make a decision as to whether to conduct a search for an item.

Use of Reasonable Force

All Academy staff have the legal right to use reasonable force. Schools do not require parental consent to use force on a student. (DfE, 2013)

“Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

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 where 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; and*
- *restrain a pupil at risk of harming themselves through physical outbursts.”*

(DfE, 2013, Use of Reasonable Force. Advice for headteachers, staff and governing bodies)

Discipline beyond the Academy Gate

Students could be disciplined for inappropriate behaviour that brings the academy’s reputation into disrepute.

Uniform

Students will be issued a default for failing to comply with Academy rules. If students persist in breaking rules, such as refusing to wear correct school shoes, refusing to remove make up or nail varnish or refuse to comply with other reasonable requests to uphold the behaviour policy they will be placed into isolation until compliance is met. Should non-compliance persist, Middle Leaders, Senior Leadership Team members and the Principal will apply specific interventions.

Ark Helenswood uniform is as follows:

- Navy blue blazer with jade green trim and logo
- Navy blue v neck jumper with jade green trim and logo
- White long or short sleeved reverse blouse, no logo – Terms 1-4
- Jade green Helenswood polo shirt – Terms 5 & 6
- Navy Helenswood drop pleated skirt OR navy Helenswood trousers
- Students may wear the blazer with no jumper; but are not allowed to wear the jumper with no blazer. Blazer is mandatory at all times.
- Navy or black plain weatherproof coat/jacket
- Suitable low-heeled black school shoes (no trainers/plimsolls, canvas shoes, sandals or boots).
- Navy, black or white ankle/knee length socks or navy, black or beige tights.
- (Optional) - Navy Helenswood fleece.
- One small pair of stud earrings may be worn.
- No other jewellery may be worn, including nose or tongue studs/rings or other body piercings. Covering these items with plasters is not allowed. Where girls wish to have new holes pierced in order to wear nose studs etc out of school we advise that they should not do this during a school term. We cannot make exceptions for those who wish to wear a stud to keep the ‘hole’ open. We do not allow a retainer to be worn.
- Long hair (beyond the shoulder) must be tied back.
- No coloured hair.
- No hair accessories e.g. flowers, bows and sparkly hair bands.
- No make-up – this includes nail varnish and false nails.

Coats:

- Must be kept in a locker or in your bag throughout the school day. A coat or scarf carried on your arm during the School day = uniform default.
- Coats are allowed to be worn inside the Academy as you arrive.
- Coats are allowed to be worn inside the Academy as you leave at 3.20pm.
- Coats can be worn in bus rooms if wet bus rooms are in operation.

Equipment

- Students are expected to bring the correct equipment to school each day:
 - Student Planner.
 - Reading book.
 - Pens, pencil, rulers and any other equipment.
 - PE kit.
 - The correct books for their lessons that day.
- Failure to bring the correct equipment will earn an equipment default.
- Defacing of a student planner will earn an equipment default; this will be checked in student planner week.
- Equipment defaults are only issued once in a day, i.e. if a student has forgotten her planner she will only receive 1 default, although it will be noticed by staff at several points in one day.

Electronic Devices

- Helenswood Academy accepts that in the 21st Century students are going to bring mobile phones, MP3 players and other electronic equipment into the Academy.
- This statement is made on the understanding that:
 - Items remain the responsibility of the student and as such we will not replace these items if lost or stolen
 - Students are to act responsibly when bringing such equipment onto the Academy premises
 - If mobile phones, MP3 players or other electronic equipment are brought into the Academy: they must be switched off, and not seen, heard or used from the moment students enter the school site in the morning until they have left the building to go home at the end of the school day.
 - Parents/carers wishing to contact their daughter throughout the School day must do so via the main Academy office at the Lower or Upper site. Parents/carers must not contact their daughter's mobile.
 - Should electronic devices be seen, heard or used, staff will ask students to hand them over to be confiscated until Friday 3.20pm where parents/carers must collect the device from the main office.
 - Sim cards will be given to students at the end of the day when the phone was confiscated.
 - If students refuse to comply with confiscation they will be issued with an exclusion from the Academy.

Homework

- Completion of homework is an expectation at Helenswood and should be carried out to the best of an individual student's ability.
- Homework timetables are issued at the beginning of each academic year.
- Failure to hand in homework on time will earn an after school detention where students will be expected to attend and complete outstanding work.
- Students may remain behind after school to attend Prep sessions to access additional support with their homework. They run in the Lower School or Upper School Library each day from 3.20pm to 4.20pm (Wednesday: 2.30pm-4.20pm)

Out of Lesson defaults

These defaults are there to remind students that we choose our behaviour all of the time - not just in the classroom. Students will be asked for their planner and be issued a default if they:

- Drop litter and don't pick it up.
- Eat in the corridor.
- Use unpleasant language to one another in the corridor.
- Chew gum.
- Are out of bounds.
- Remove food or drink from the canteen.

Courtesy and Manners in the Corridor

High expectations at Helenswood include how we act towards one another

- We demonstrate respect for one another.
- We keep hands, feet and negative comments to ourselves.
- We walk on the left hand side of the corridor and stairs to give one another personal space.
- We don't eat in the corridor.
- We pick up our litter outside and in classrooms.
- We treat others as we wish to be treated ourselves.

Lower School Break and Lunchtimes

- On dry days students are to be outside.
- Dry days will be designated at the Main Office – students are only allowed in designated areas when the 'Wet Day' sign is up.
- Students are allowed to eat their own food in designated areas.
- Students are **not allowed to remove food from the Dining Hall.**
- Students are not allowed to eat in the corridors.

- If students choose to ignore these requests then the BFL system will be followed.

Upper School Break and Lunchtimes

- At the Upper School students are allowed to be on their designated floors of the tower block at break and lunchtime whatever the weather. This is a privilege and must be treated as such. Rooms will be locked if not respected.
- Students are allowed to eat their own food on their year group floor.
- Students are **not allowed to remove food from the Dining Hall.**
- Students are not allowed to eat in the corridors.
- If students choose to ignore these requests the BfL system will be followed.

Student refuses to hand over planner

- All students must comply with a reasonable request. This is a reasonable request.
- The BfL system will be used and may result in detentions, isolation and possibly exclusion.

Student says they do not have a planner

- Students are given a free planner at the beginning of each academic year. It is the student's responsibility to have the planner. If the student loses the planner they must purchase a replacement from the main office.
- It is an expectation that parents/carers ensure their child has a planner all year round as it is a communication tool between home and the Academy.
- If a student has no planner they must get a temporary planner from the office for that day and take it to the staff member to issue the default. If this reasonable request is not followed the tutor must be informed. The temporary planner does not replace the official planner.
- Tutors must check that the student has a planner every day and track this. If student persists with having no planner, parent/carer contact will be made.
- If it continues to persist, the tutor must inform the Head of Year.

Punctuality: Lateness to lessons

Punctuality is a habit for life

- Wasting time interrupts your learning.
- Late arrival interrupts everyone else.
- References ask for attendance and punctuality.
- Lateness to lessons will be logged and students will be asked to make up missed learning time at detention.
- The Attendance Officer will monitor lateness and add students to detention.
- If the weekly total of late marks is 0-20 minutes = 20 minute after school detention.
- If weekly total is more than 20 minutes = 40 minute after school detention.

E-Bullying

If the E-Bullying takes place in school the Academy will follow the procedure below.

- Student statements collected by any staff responsible for supporting behaviour in the Academy.
- Evidence collected from phones/computers/social media sites.
- Students involved are isolated pending the investigation process.
- Evidence passed to the Principal to decide sanction.
- Inform parent/carer of outcome.
- Record all home contact on Bromcom.
- Evidence deleted in some cases from phone/computer/social media and some contacts blocked, accounts deactivated.
- In some cases evidence may be referred to the police.
- Pastoral monitoring by HOYs and Tutors.
- Mediation by Pastoral Support Workers
- Refer to inclusion panel if needed by HOYs.
- Documents placed on file.

If the Ebullying takes place out of school but the issues are then brought into school and create further issues the Academy will:

- Follow procedure as if bullying takes place in school

If E-bullying takes place out of school and the issues have not been brought into school and created further issues then the Academy will do the following:

- Parents/carers are advised to contact the local police to inform them of the bullying.
- Parents/carers advised to keep evidence to show the police

eSafety Incident Reponse

